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ABSTRACT

This document contains part two of a report of projects undertaken through the Hilroy Fellowship Program in Canada in 1970-71. The stated aim of the program is to encourage and reward classroom teachers who are developing new ideas for the improvement of teaching practices. The four projects deal with language arts and literature education. Each project description contains the following information: (1) the name and address of the teacher; (2) the name and address of the school; (3) a review of the project including the title, purpose, age, and significant characteristics of the pupils, procedures followed, modifications, source or resource materials, and evaluation procedures used; and (4) general comments about the project. The projects include a demonstration classroom for a basic sight-sound method of individualized reading instruction for primary pupils; anindividualized rapid reading program promoting developmental, corrective, and remedial techniques for children ages 10 to 16; a program for developmental and remedial English instruction for high school students whose native tongue is other than English; and the development of a "Living Studies" reading program for junior high school students of low achievement level, including a diagnostic and achievement testing program and a recommended reading program. (RC)

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INNOVATIONS IN TEACHING 1970-71

PART II

Hilroy Fellowship Projects

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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C-71304

INNOVATIONS IN TEACHING

OF

LANGUAGE ARTS AND LITERATURE

Projects of the

Hilroy Fellowship Program

1970-71

administered by

THE CANADIAN TEACHERS' FEDERATION TRUST FUND
Suite 2010, 320 Queen Street
Ottawa, Ontario
K1R 5A3

CONTENTS

	Page
Foreword	1
Avant Propos	2
Demonstration classroom for a basis sight-sound method of individualized reading instruction for primary pupils. By Mrs. A.G. Ingham, Saskatchewan.	3
An individualized rapid reading program promoting developmental, corrective and remedial techniques for children of all levels in the age 13 to 16 range. By Mr. Gerald McCann, British Columbia.	27
A program for developmental and remedial English instruction for high school students whose native tongue is other than English. By Mrs. C.B. Pinchin, Alberta.	71
Development of a "Living Studies" reading program for junior high school students of low achievement level. Includes diagnostic and achievement testing program and a recommended reading program. By Mr. T.R. Posno, Ontario.	77

THE HILROY FELLOWSHIP PROGRAM

FOREWORD

The Hilroy Fellowship Program was established in 1969 by the Roy C. Hill Charitable Foundation and is administered by the Canadian Teachers' Federation Trust Fund. The aim of the Program is to encourage and reward active classroom teachers who are developing new ideas for the improvement of teaching practices.

Teachers who are working at any level in an elementary or secondary school and who are devising new methods, new approaches or new teaching devices, are invited to apply for Fellowships. Small groups of teachers working as a team under the chairmanship of a coordinator are also eligible. Application forms and related instructions may be obtained from the Secretary-Treasurer, CTF Trust Fund, Suite 2010, 320 Queen Street, Ottawa, Ontario K1R 5A3 or from Provincial or Territorial Teachers' Organizations. Applications may be in either English or French.

In each province a Provincial Advisory Council reviews applications and makes recommendations which are forwarded to the National Advisory Council. It, in turn, makes recommendations to the Roy C. Hill Charitable Foundation which makes the final selections.

Hilroy Fellowships are intended to reward the initiative and the professional enterprise of the classroom teacher and to make some contribution toward out-of-pocket expenses in the development of experimental and innovative approaches. It is not necessary, however, that expenses of any kind be involved. Generally speaking, the amount of each award is in the range from $800 to $1,500.

Payment of awards is made in three instalments, the first at the time of approval of the award, the second and third on the receipt of satisfactory interim and final reports on the implementation of the project. A Hilroy Fellowship Certificate is also awarded at the time of the third payment.

While the stated purpose of the Hilroy Fellowship Program is to encourage and reward the innovative classroom teacher, it may be considered to have a more out-reaching objective -- namely, the fostering of improved teaching practices for the general improvement of education. In keeping with this objective, this publication is a compilation of the reports of innovative projects by classroom teachers, projects for which the innovators have been judged worthy of recognition by the award of a Hilroy Fellowship in the school year 1970-71. It is hoped that this publication will have a wide circulation, that many teachers will benefit from projects reported upon, and that these reports will encourage other teachers to experiment and to innovate.

Copies of this report are available without charge to practising teachers on request to the Secretary-Treasurer, CTF Trust Fund, Suite 2010, 320 Queen Street, Ottawa, Ontario. K1R 5A3.

LE PLAN DE BOURSES HILROY

AVANT-PROPOS

Le Plan de bourses Hilroy a été établi en 1969 par la Fondation de bienfaisance Roy C. Hill et est présentement administré par le Fonds fiduciaire de la Fédération canadienne des enseignants. Le but de ce plan est d'encourager et récompenser les enseignants qui, au cours de leur enseignement, développent de nouvelles idées en vue d'améliorer les méthodes d'enseignement.

Les professeurs tant du niveau primaire que du secondaire, qui projettent de nouvelles méthodes, de nouveaux moyens ou de nouvelles techniques d'enseignement sont invités à faire la demande pour une bourse. Des équipes d'enseignants, groupant cinq ou six professeurs, sous la présidence d'un coordonnateur sont également éligibles. Des formules d'inscription et les instructions détaillées peuvent être obtenues en écrivant au Secrétaire-trésorier, Le Fonds fiduciaire de la FCE, Suite 2010, 320, rue Queen, Ottawa, Ontario K1R 5A3, ou l'Organisation provinciale ou territoriale. Les formulaires de demande peuvent être obtenus en anglais ou français.

Dans chaque province, un Conseil consultatif provincial examine les propositions, fait les recommandations et les envoie au Conseil consultatif national. Ce dernier fait les recommandations à la Fondation de bienfaisance Roy C. Hill qui fait la sélection finale.

Le Plan de bourses Hilroy veut récompenser les professeurs pour l'initiative et l'esprit professionnel qu'ils ont développés en menant à bonne fin une importante innovation en éducation; il veut également contribuer au coût des dépenses que représente le développement de techniques expérimentales. Cependant, il n'est pas nécessaire qu'aucune dépense soit encourue pour le projet. D'une manière générale, le montant de chaque récompense varie entre $800 et $1,500.

Le paiement des subventions est fait en trois versements, le premier au moment du décernement de la bourse, les deux autres sont faits lorsque le rapport intérimaire et le rapport final sont mis à exécution. Un certificat d'associée Hilroy est également attribué lorsque le dernier paiement est fait.

Comme indiqué plus haut, le but principal du Plan Hilroy est d'encourager et récompenser l'initiative des professeurs de classe. Ce projet a également un but plus définitif, c'est-à-dire, d'innover de nouvelles méthodes d'enseignement pour le progrès de l'éducation. Gardant cet objectif en tête, ce volume est un recueil de tous les rapports expérimentés par des enseignants, projets qui ont été jugés dignes de reconnaissance du Plan Hilroy pour l'année scolaire 1970-71. Nous espérons que cette publication circulera partout, que tous les professeurs bénéficieront de ces idées nouvelles, et que ces rapports encourageront d'autres instituteurs à expérimenter de nouvelles méthodes.

Les enseignants peuvent se procurer sans frais des copies de ce rapport en s'adressant au Secrétaire-trésorier, Le Fonds fiduciaire de la FCE, Suite 2010, 320, rue Queen, Ottawa, Ontario. K1R 5A3.

HILROY FELLOWSHIP PROJECT 4

1. Name and home address of teacher:

Mrs. Anna Gertrude Ingham,
84 King Street,
Yorkton, Saskatchewan.

2. Name and address of school:

Columbia School,
Bradbrooke Drive,
Yorkton, Saskatchewan.

3. Review of Project

(a) Title:

DEMONSTRATION CLASSROOM FOR BASIC SOUND-SIGHT METHOD OF INDIVIDUALIZED INSTRUCTION

(b) Purpose:

1. To provide an opportunity to teachers, who had attended Gertrude Ingham's seminars, to observe, discuss, and evaluate methods for implementing her program of individualized instruction in an average Year 1 classroom.

2. To show <u>how</u> to organize the teacher's time, classroom, and materials to help the individual child most effectively.

3. To share successful program of individualized instruction with other teachers.

(c) Age and other significant characteristics of pupils:

A heterogeneous group of 28 children 5 and 6 years old made up my Demonstration Classroom in Columbia School. About two-thirds of them had attended kindergarten. None had been given I.Q. tests. Some had certain undesirable characteristics. The children became actively involved in the program and now, at the end of the school year, are showing positive reactions to life and learning.

(d) Procedures followed (from inception until end of school year):

1. Basics of the program were presented through three areas of demonstration in natural situations with activities suited to the students' individual abilities.

A. Learning Climates:

1. Reinforcement Climate:

Formal lessons presented knowledge and basic techniques through stories related to the child's experience. Letters of the alphabet were taught in sound, symbol, and printing, including directional information, diacritical marks, and facial feeling. Words learned were immediately used in sentences. Punctuation was stressed, so that students could read with expression and understanding. Consonant blends were taught when needed. Consonant digraphs, voiced and whispered consonants, vowels and vowel variants were presented in words, not in isolation.

The child learned very simple rules such as "er" says the sound of "r" and usually comes at the end of words. But after the child began to make his reading functional, he inquired why "doctor" has "or" instead of "er" on the end of the word. This is what the teacher was waiting for --- to get the child to think critically so he can distinguish an exception to the rule from an ordinary word.

Following the formal teaching each child chose both partner and activity and worked at learning and reinforcing knowledge and techniques. By the time the pre-primer words had been completed, children had mastered the techniques necessary to attach any word.

2. Motivated Method of Discovery Climate:

Children worked individually and independently to learn several hundreds of words. They discovered how to transfer their learning; how to apply the techniques learned; how to generalize. Their goal was in sight --- the Library Climate!

3. Library Climate:

At this higher level of learning the children chose books at their own reading level. By Christmas all children were able to read with varying degrees of fluency.

B. The Sharing Period:

1. What is it?

(a) Child chose own library book and partner.

(b) One read; the other listened; reversed process.

(c) Children recorded progress.

2. Results:

(a) Each child read at his own level, more than in the traditional reading lesson.

(b) Each child learned to listen.

(c) This approach improved comprehension through discussion and intonation.

(d) It deepened appreciation through shared personal experiences.

(e) Teacher moved about the classroom, listening, particularly to children needing guidance and remedial work.

C. Work Period:

1. What is it?

(a) Files:

These are made up of teacher-prepared silent reading seat work, numbered and arranged in order of difficulty. The child daily took from the files work at his own level and completed it that day or the next. The child printed questions from the files and his answers into his day-book (child's daily notebook). The teacher marked the day-book the same day.

(b) Results:

The child was self-motivated; responsibility for learning was on him. The child felt pride in his daily accomplishments. The teacher had time to correct work "on the spot". Pupil-teacher conferences were held only with children having difficulties. The teacher immediately gave help either individually or to a group with a common problem.

2. Teachers' Visits:

Over fifty teachers, who had previously attended one of my reading seminars, came in groups of six or eight on either Tuesday or Thursday during November to observe my Year 1 class in action.

They were given an outline guide for observations and permission to listen, question, discuss work, or work with any child.

The mornings were spent in regular individualized assignments, and in demonstrations by the children of the various types of work they could do up till this time of year.

A substitute teacher took charge of the classroom in the afternoons, while the visiting teachers and I discussed the morning's procedures. They listed their evaluations in point form.

(e) Modifications:

1. Observation time was extended to December and January.

2. Twenty-two more visitors came.

3. Besides teachers, visitors included a superintendent, principals, remedial teachers, Intermediate teachers, teacher-interns, representatives from the Department of Indian Affairs and the National Film Board, as well as university students.

4. Some visiting teachers obtained permission to observe the program as being carried out in the Year 2 rooms of Columbia School.

5. Parents requested permission to make a second visit to the classroom in the spring.

6. Visiting teachers sent individual evaluations to the Saskatchewan Teachers' Federation, and to various individuals and departments concerned.

7. Questionnaires were sent out to all visiting teachers to ascertain how many were implementing the program in their own classrooms, to what extent they were able to do this, and with what degree of success.

(f) Source or resource materials:

The practical and manipulative materials and the files containing reading and arithmetic seat work were all made by the teacher.

No commercially available material was obtained for this Demonstration Classroom other than that already provided by the school and the teacher, with the exception of two filing cabinets added during the year by the teacher.

Source and resource materials and equipment used:

1. In classroom:

School resources	Teacher resources
library books	2 movable peg boards 4' x 8'
brown paper	coloured markers
screen	home-made file boxes
easels	tapes
	2 filing cabinets
	file holders
	electric organ
	individual bins for children's books

2. In seminar:

School resources	Teacher resources
Bristol board	sign cloth
slide projector	flannelette
	felt
	mac-tac
	3 carrying cases
	movie projector
	2 tape recorders
	3 films
	slides
	16 charts
	camera (35mm.)
	oil paints
	paint brushes

Estimate of cost of materials and equipment other than regular school supplies:

8 tapes 1200' @ $4.50	$ 36.00
12 tapes (cassette) @ $1.89	22.68
3 films	115.00
45 slides	15.00
52 yd. sign cloth @ 45¢	23.40
7 yd. flannelette @ 65¢	4.00
4 yd. felt @ 69¢	2.76
24 yd. mac-tac @ $20.00 per roll	20.00
16 charts @ 50¢	8.00
6 coloured markers @ 45¢	2.70
20 Bristol board @ 20¢	4.00
1 Super-8 movie projector	234.00
1 slide projector	120.00
1 Phillips tape recorder	235.00
1 Cassette tape recorder	89.00
1 camera (35mm.)	85.00
3 carrying cases	35.00
2 peg boards @ $12.50	25.00
1 electric organ	219.00
1 metal filing cabinet	127.05
100 file holders	40.00
1 filing cabinet	61.90
14 individual bins for children's books	12.32
26 oil paints @ 65¢	16.90
8 paint brushes @ 55¢	4.40
work on charts	108.00
expense of writing The Blended Sound-Sight Method of Learning other than publishing	1,200.00
preparation of questionnaires	5.88
TOTAL	$2,871.99

(g) Evaluation procedures used:

1. Sessions were held with visiting teachers for discussion and evaluation of procedures used during their observation periods.

2. Their evaluations were recorded and a summary was included in the iterim report.

3. Questionnaires were sent out to all the teachers, who had visited the Demonstration Classroom. Twenty-eight teachers completed and returned them in time to have them included in this report.

Questionnaire for Third Report of Demonstration Classroom for Basic Sound-Sight Method of Individualized Instruction ..... Answer to Teachers' Requests

I. General Information:

(name, address, etc.)

II. Aspects of the Program You Are Trying to Implement

What aspects of the program have you endeavored to implement since visiting the Demonstration Classroom? Please check, even if you feel you have not been as successful as you would have liked, but have made an attempt.

A. Organization:

Fully - 1 Partially - 27

B. Flexibility:

(a) Setting up an inquiry and discovery atmosphere:

Fully - 10 Partially - 18

(b) Library preparation:

1. Readiness Activity Climates

Fully - 20 Partially - 8

2. Reinforcement Table

Fully - 16 Partially - 12

3. Discovery Table

Fully - 15 Partially - 13

4. Use of Recording Chart for Library Entrance

Fully - 20 Partially - 8

(c) Library Procedures

1. Sharing Period

Fully - 17 Partially - 11

2. Recording of Book

Fully - 18 Partially - 10

3. Choosing of Book

Fully - 18 Partially - 10

(d) Pupil-Teacher Conference

1. I am able to have conferences with my children while the others are sharing.

Fully - 7 Partially - 21

2. I've been able to diagnose from my conferences with the children their areas of weakness.

Fully - 11 Partially - 17

C. Intangibles:

(a) Positive Attitude

Fully - 8 Partially - 20

(b) My children have developed some acceptance, consideration, co-operative spirit, sense of responsibility, and humor.

Fully - 9 Partially - 19

D. Other Subjects:

(a) Correlation of subjects has been achieved.

Fully - 16 Partially - 12

(b) I use the spelling procedures according to the "Blended Sound-Sight Method of Learning".

Fully - 19 Partially - 9

(c) I feel that my children have benefited greatly from using the program and their oral and written communication has improved.

Fully - 21 Partially - 7

B. Flexibility (detailed):

1. Previous to visiting the Demonstration Classroom I was using three reading groups.

Fully - 8 Partially - 20

2. I am now using the "Blended Sound-Sight" method of flexible grouping, where the child moves according to his individual rate and ability.

Fully - 12 Partially - 16

(a) I have set up the sharing period as presented in the text, "The Blended Sound-Sight Method of Learning".

Fully - 12 Partially - 16

(b) I have a set of library books in my own room.

Fully - 21 Partially - 7

(c) I am presently using the file system, where children do their work in a Day Book.

Fully - 12 Partially - 16

(d) I have had time to mark pupils' work on the spot.

Fully - 10 Partially - 18

(e) I have had time to give remedial help to children at the point of need.

Fully - 9 Partially - 19

(f) I have found that I have had more time to teach other subjects because I have tied phonics into all areas.

Fully - 14 Partially - 14

3. An atmosphere of inquiry and discovery:

(a) I have made available phonic clues as presented in the "Blended Sound-Sight Method of Learning".

Fully - 20 Partially - 8

(b) I have tried to provide opportunity for the children to transfer their learning.

e.g. The rule, that "ui" says "oo" in the middle of a word, has been established. Then in a health lesson the child applies this same rule to the vocabulary used in the discussion about clothing suited to the weather. (The child makes the generalization.)

Fully - 20 Partially - 8

(c) My children are able to discuss exceptions to the rule.

Fully - 18 Partially - 10

C. Intangibles (detailed):

1. I have been able to set up the reading readiness activity climates in such a way that children were given opportunity to develop the intangibles such as: responsibility, independence, acceptance, compassion, spirit and humor.

Fully - 7 Partially - 21

2. By having my children sharing their library books, I have observed a further developing of the intangibles.

Fully - 11 Partially - 17

D. Other Subjects (detailed):

1. Spelling

(a) I am using a speller.

6 not using a speller at all.

Partially - 22

(b) I use phonetic clues for word study.

Fully - 26 Partially - 2

(c) I am following the procedures as outlined in the "Blended Sound-Sight" text.

Fully - 12 Partially - 16

2. Written Communication

(a) I have been able to get my children to write stories with ease. (They had few problems with spelling, sentence structure and sequence of ideas.)

Fully - 10 Partially - 18

III. General Questions:

1. I am now using the "Blended Sound-Sight Method" of flexible grouping, where the child moves according to his own rate and ability. If you are not having the children do this, give some reasons for not doing so.

Fully - 11 Partially - 17

2. I was able to set up the Library Preparation Procedures (Reinforcement and Discovery table). If you were able to set this up, explain why you found it difficult.

Fully - 12 Partially - 16

3. My children move from the sharing period into the work period and progress at their own rate, without pressures. (If you were unable to have children do this, explain.)

Fully - 10 Partially - 18

4. Do you find in a program such as this you can utilize more effectively individual talents? Explain to what degree.

Fully - 24 Partially - 4

Comments:

(a) The program provides time for children who have special talents in mathematics, science, poetry interpretation, and art to share effectively with other pupils in the class.

(b) My eight bright people are quite happy to research independently. Their well-prepared reports help the slower child to learn <u>how</u>, too.

(c) This program provides much time for children to create their own poems and to compose their own songs. Each child's talent is recognized and utilized to its fullest potential because of the flexibility of the program.

(d) As a remedial teacher, I would say talents should perhaps be called "strengths" for my youngsters. The "buddy" system or the "tutor" system lets the fellow who scrawls observe firsthand the careful, neat writing of the fellow he is helping with his rule-breakers, etc.

(e) Yes, because the child's individual talent is given recognition in the classroom, I have found that he continues to develop this talent outside of school time.

(f) Those with leadership qualities were put in charge of discussion groups, thus developing their sense of responsibility.

5. Do you find you have more time to spend with the individual child, who needs you?

Yes - 20
No - 8

6. Do you find this program requires a lot of expensive equipment?

No - 100%

Comments:

(a) However, in the initial steps it does require a lot of time for the teacher to prepare materials to set up the program.

7. What is your own feeling about the personal gains in using such a program as this?

(a) Teacher gains:

1. I have found teaching more interesting and challenging. I have not enjoyed teaching so much for years. It is a great satisfaction to see children successfully launched on the ocean of learning.

2. I have found more time to give help to pupils at the point of need. I have required less time to prepare seat work as the pupils are working in reading skill files.

   The pupils are capable of doing more advanced and more meaningful exercises independently because of the basic abundance of knowledge given in the earlier part of the year. Also, I have had more time to teach other subjects.

3. As a remedial teacher I feel the chief benefit to me of both seminar and classroom visit came from realizing how I might establish some areas for common activity among youngsters, who must have highly individualized programs.

4. I have found it very encouraging to work with this program. Marking children's work "on the spot" saves much time for both pupil and teacher. It also helps me to evaluate the ability and work habits of the child. I find children making fewer errors because of their ability to read and spell efficiently, and because of the organization of the program, where specific time is spent consistently in dealing with their errors. This has brought to light the fantastic learning that is involved in dealing with errors. This program has most certainly shown me how to do this.

5. It gives me great satisfaction to know that my pupils can read, spell, and do all subjects far better than they ever did before.

6. I have found that there are not as many interruptions, when I am with another grade. They are not coming up and asking, "What's this word?". They use their Phonic Rules themselves. Because of their basic knowledge of phonics they have learned to work independently.

7. I felt satisfaction with the improvement in discipline which this program brought about.

8. My pupils and myself were motivated to greater efforts by having these concrete and practical materials to work with.

9. I feel gratified that by the end of the year all my pupils are able to read.

10. My pupils have no problems attacking words.

11. I've found this method relaxing. I can stand back and watch procedures and still be available to any who need help. The motivation is always there. The teacher does not have to continually think up new tricks to keep the class motivated.

12. I was made more aware of individual differences and of how to deal with them.

13. My visit to the Demonstration Classroom helped me to assess more accurately the abilities of my own pupils.

(b) Pupil gains:

1. I have observed in my pupils the ability to read with ease and to write stories with enjoyment and early in the year.

2. The pupils definitely gain from this program.

3. The pupils have acquired many skills to attack and master problems they meet. They become better spellers and enjoy reading by the end of December. They read with expression and comprehension.

4. The pupils have gained a good attitude towards their work. The day is not long enough for some of them. They enjoy the relaxed atmosphere, with no pressures. All children enjoy the challenge which this program provides.

5. My pupils have much enjoyment in taking on responsibility and in working on independent projects.

6. I have found my children to be more confident, independent, and enthusiastic than when using the Sight Method approach.

7. The application of phonics increases the child's ability to read books other than Readers.

8. They <u>all</u> love to read.

9. This program gives opportunity for a real transfer of learning.

10. There is an unlimited challenge for the bright student and a sense of achievement for every child. In the early stages of Year 1, pupils are reading independently and thus feel the joy of success. For reinforcement they are provided with activities that are interesting and appealing to both the fast and slow learners. The child is made aware of all methods of word attack. Careful scrutiny of words helps the child to learn how to spell words as soon as he can read them.

11. By developing self-discipline early in school life, the pupils will profit from their future years in school.

12. It gives the child an opportunity to progress according to his ability and at his own rate.

8. Do you feel that this program can be adapted to a higher grade?

Yes - 100%

9. Were there any aspects of the program you tried to implement, but found difficult or impossible? Please give suggestions of why this was so. (Lack of materials, etc.)

Comments:

(a) Not having files set up, lack of space due to large enrollments, as well as too many grades in one room led to lack of organization, thus making implementation of the program difficult.

(b) Some teachers were not able to get all work marked during school hours, nor to find time for the preparation of manipulative activities.

(c) Some found the noise level too high due to the teachers' inexperience in training of children at the beginning of the school year.

(d) I did not use the Self-Testing Poem Procedures as much as I would have liked to, but with two grades I didn't feel it wise to plunge into this too quickly.

(e) I had no particular problems. I've been using the program for some time.

(f) No. The more familiar I become with the program, the more able I am to implement it.

(g) I found that I did not have enough library books at the beginning level to keep the children interested and to make reading functional. Also, I seemed to bog down at that point not being sure what to do next. I am hoping to get to the seminar next year to receive further instruction. I have now ordered beginning books for the next year's class.

(h) I was too new in Division 1 and had too many grades to handle (grades 2, 3, and 4). I may do better this next year with more practice.

(i) I would have liked to have had more books suited to the various levels.

IV. Effects of Demonstration Classroom:

1. What were your methods of teaching oral reading before visiting the Demonstration Classroom?

(a) Usual three-group method.

(b) Teacher asked questions and child read answers.

(c) Used Guide Book procedures.

(d) Children took turns reading.

Have you made any changes in your approach since visiting the Demonstration Classroom? Explain.

(a) Since my visit to the Demonstration Classroom, the children have shared their books with a friend during the Sharing Period.

(b) I have used more fully your device of reading in unison the poetry, etc., from which the group had developed their phonic clues.

(c) I did choral work with the whole class.

(d) Slower pupils read in unison with faster readers giving them the feeling of the selection, as well as helping the slow child to feel that he could do what the group could. It encouraged him and added to his confidence.

(e) Children read in unison dramatic parts of stories.

(f) Imitation of characters was done in turn by teacher, by faster readers, and then by slower readers.

If you have made changes in oral reading, what did you find were the advantages, if any?

(a) Reading in unison with a small group of individuals provided an opportunity for purposeful joint effort. With one student, who read word by word, this unison reading succeeded in establishing a recognition of phrasing, etc.

(b) In the Sharing Period the slower child read along with the faster child, which gave him confidence and a feeling of success. He was happy to be reading with a friend.

(c) There was more expression put into the reading when the whole class read together.

(d) Two advantages of Sharing Period were that every child had a great deal more time for oral reading and it provided opportunity for children to develop improved human relations.

(e) Children read many library books of their own choice during the Sharing Period. Interest was high!

(f) The children read with fluency, expression, and enthusiasm. Their comprehension improved. The subject of reading seemed to come alive.

2. It was noted by the teachers visiting the classroom that the children had acquired self-discipline. How do you think these children had acquired this?

Comments:

(a) A remedial teacher's comment:

The child who understands <u>what</u> to do and <u>why</u> he is doing it, feels assured of recognition of his efforts, and who is free of undue pressure, generally enjoys finding out <u>how</u> to do it and strives towards his goal.

(b) I feel there must be a great deal of training and patience on the part of the teacher during the first months of school.

(c) I feel there were several things that helped the children acquire self-discipline. e.g. Working together, classroom organization -- each child had a purpose for what he was doing. Each child knew what was expected of him.

(d) Self-discipline was acquired because the pupils were given freedom of choice and were allowed to move independently from one subject area to another. It was also developed through shared reading periods.

(e) I believe the children acquired self-discipline with practice. In the beginning they, no doubt, had to be trained as to keeping their voices down, and having regard for others, etc.; much depended on the teacher.

(f) Perhaps it was because the children were completely involved in what they were doing that they acquired self-discipline.

(g) Sharing demands consideration for others. The teacher must demonstrate and constantly stress this. Materials for pupils' work were made available when needed. Children were taught to be self-directing by being held responsible for tasks and work in general. Little children have goals; they do not want to leave work undone or uncorrected.

Were you able to develop this self-discipline in your children from insight gained in the Demonstration Classroom?

Comments:

(a) Yes, to a lesser extent. I still use a little more supervision and do not give quite as much freedom as Mrs. Ingham does.

(b) I have not been able to develop this self-discipline too well.

(c) Yes, to a certain extent. However, I feel this comes with experience, teacher personality -- as well. Next year, I think I can perhaps develop this with a "more quiet atmosphere" as I become more familiar with the program.

(d) Partially, I guess I'm still frustrated because I don't quite know the whole program of Division 1 and would like more knowledge of your program.

(e) Yes, I have been able to develop this self-discipline particularly in the reading period, where children shared their library books with one another. For the first time I understood what "busy noise" meant.

(f) Yes, I was able to develop self-discipline with most of the children. Some of the severally retarded needed much help and guidance. (teacher with special class)

3. Did the Demonstration Classroom give you added insight into the "Blended Sound-Sight Method of Learning", other than what you had gleaned from the Seminar?

Comments:

(a) Yes, very much. "Seeing is believing". Only wish there were more of such classes.

(b) I gained an added insight into the amount of freedom given the pupils in allowing them to move independently from one subject area to another.

(c) Oh yes -- this was an excellent way to review what we had learned in the Seminar and from the text, and actually to see that it could work.

(d) Not greatly. It did, however, provide me with an opportunity to watch the "slow learners" etc. in action, sensory approaches, the repetition etc., for them.

(e) Although I had been slowly implementing the program for the past five years, my visit cleared up many hazy points and gave me the "lift" that I needed.

(f) I learned a great deal as the innovator demonstrated how to develop a story in sequence. I observed that the children were able to write sentences with freedom.

(g) I saw what Mrs. Ingham's class could do by November so I used this as a guide to know what to expect from my own pupils.

(h) I felt that too large a group of teachers was in attendance at one time for us to gain the greatest benefit from the Demonstration Classroom.

(i) It was a great help to see the physical set up of the classroom, as well as to see the flexible organization of it. It inspired me to continue the program in my own classroom.

(j) I had never seen anything to compare with the way these children -- even the slow ones -- could attack words, and move from one subject area to another with comparatively little noise.

(k) Because the slow children, as well as the faster ones, were working in the files at their own rate, there was no segregation, so all pupils seemed relaxed and happy.

(l) Reading library books and writing "Reader" stories after three months of school seemed impossible, till I saw it done in the Demonstration Classroom.

(m) From the Demonstration Classroom I was able to get the added information I needed to implement the program in my own classroom. Mrs. Ingham helped only when children had difficulties. She did not tell them the words but guided the children's thinking processes. She tested them when they felt ready for it.

(n) The insight the pupils showed regarding the program was amazing. They recognized their goals and knew when they were attained.

(o) This Demonstration Classroom convinced me that the program is practical as well as theoretical. The lectures of the Seminar came to life here.

4. After being in the Demonstration Classroom, what about this project seemed most valuable to you?

Comments:

(a) It was more valuable to <u>see</u>: how materials were used; how lessons were demonstrated; how files were successfully used by both fast and slow pupils; how all children reacted favorably to this program; than just to <u>read</u> about how the program works.

(b) I realized that real learning was being done in the Demonstration Classroom.

(c) My convictions about the validity of this program were strengthened; my qualms disappeared. I saw that I must learn more about the "Blended Sound-Sight" approach.

(d) A real eye-opener to me was to see these children creating their own stories with few mechanical errors.

(e) I felt much more capable of judging the feasibility of adapting and/or adopting many of the practices.

(f) To me it was "a shot in the arm". I was able to return to my classroom and work on the program with renewed vim, vigor, and enthusiasm.

(g) It helped me to get better organized.

(h) I felt that the method worked, but now I know that it really does.

5. Would you like a Demonstration Classroom on the "Blended Sound-Sight Method of Learning", such as has been made available this past year, to be continued?

Comments:

(a) Yes. It serves as a refresher to those who have attended the Seminar. Also, it gives newcomers to the profession an insight into the method.

(b) Definitely. Only I would like a chance to visit it more than just once a year.

(c) I think the project has great merit. After having worked for a few months attempting to implement methods, devices, etc., oneself, the opportunity for reinforcement and appraisal provided by seeing another's utilization of it is excellent.

(d) Yes, by all means, and I would propose that observation in the Demonstration Classroom be made part of the required course for teachers-in-training.

(e) Yes. It would be advantageous for teachers to visit this Demonstration Classroom at the beginning and end of the year.

6. Feel free to give suggestions as to how this Project could have been improved.

Comments:

(a) I would like to see the Demonstration Classroom made available to other teachers as well as to those who had previously attended the Seminar.

(b) I feel that the Project was very satisfactory. At present I do not see any deficiency.

(c) Could the visitation periods be lengthened?

(d) More time for discussion after the visits would be appreciated.

(e) More time should be allowed for visiting teachers to observe formal teaching procedures.

(f) Each visit to the Demonstration Classroom could be more than one day in length.

7. General Comments (questionnaire)

(a) Visiting the Demonstration Classroom after attending the Seminar was very helpful to me. An evening session and a day-long institute for our local teachers was an unforeseen outcome of our visit.

(b) I feel very definitely this program could be adapted to a higher grade. First of all, if a student is a poor reader and cannot spell and write fluently in a higher grade, all the phonics principles of the "Sound-Sight Method" could be set up in a program geared to the level required.

(c) I have a <u>decided positive</u> reaction toward this program. Even though I feel I have really only tried the program this year, I must say, I am so delighted with the results I did have, that I would never want to teach again without using this approach. As I said, this year I tried the program and discovered it works. Next year I really want to make it work in many more areas. I continue to be grateful for the opportunity of having been exposed to the "Blended Sound-Sight Method of Learning" by Anna Gertrude Ingham.

4. General Comments

(a) I feel that the teachers would benefit by visiting the Demonstration Classroom three times during the year -- September, November and April.

(b) This program is more work for the teacher but is infinitely more satisfying to her.

(c) Children multiply teachers' efforts. Teacher organizes; children take on responsibility, and feel the importance and satisfaction of participation.

(d) One outcome from the questionnaires sent to the teachers was that, in evaluating their own accomplishments in the light of what they had learned through the Demonstration Classroom Project, the teachers gave me a greater insight into their needs. The questionnaires helped me to recognize the various areas of the program to which I should give more emphasis in my seminars and institutes.

(e) Another outcome was that the teachers took time to study the program, to practice it, and to evaluate it, thus helping me with my educational research. I am grateful to them for their willing co-operation.

(f) I feel that the success, which the teachers said they felt regarding the Demonstration Classroom Project, was due to various factors, which were planned before the inception of the project and after the project was in progress.

1. Teachers attended the Seminar for instruction in the theory of the program.

2. Teachers observed in the Demonstration Classroom as a follow up to prove the validity and practicality of the program and its procedures.

3. The teachers, full of enthusiasm, returned to their own classrooms to practice the program.

4. The questionnaires sent out provided individual teachers an opportunity to evaluate the results of the program as used in their own classrooms. They were able to compare these results with those of other programs that they had used previously.

5. In my opinion the success of the Demonstration Classroom Project lies in the fact that this program is a genuine attempt to blend the best features of various approaches to reading into a single, comprehensive, integrated system, which is applicable to any grade level.

(g) I would like to express my appreciation to the Canadian Teachers' Federation, the Saskatchewan Teachers' Federation, and especially to the Roy C. Hill Charitable Foundation, which has so generously made this Project possible. The Hilroy Fellowship Program has brought a great deal of satisfaction, not only to me, but to my fellow-teachers as well.

HILROY FELLOWSHIP PROJECT 5

1. Name and home address of teacher:

Gerald F. McCann,
#3 - 150 East Queens Road,
North Vancouver, B.C.

2. Name and address of school:

John Oliver Secondary School,
530 East 41st Avenue,
Vancouver 15, B.C.

3. Review of Project

(a) Title:

AN INDIVIDUALIZED READING PROGRAM IN RAPID READING

(b) Purpose:

The aims of this project are as follows:

1. to assess and improve the individual reading rate, comprehension, and flexibility in reading power of students in junior high school English classes;

2. to increase in students the motivation to read and learn by using relevant reading materials with high interest and transfer value;

3. to provide a large selection of current and classical paperback reading materials which possess a high degree of transfer utility for modern adolescents;

4. to promote the development, during the high school years, of the basic reading skills, attitudes, and habits initiated during the elementary school grades;

5. to provide guided opportunities for independent study in English and other content area subjects;

6. to have students demonstrate, through writing and speaking experiences, the skill and habit of active, aggressive thinking patterns gained from reading in order that reading and studying may become a useful individual lifetime learning device;

7. to arouse interest and train other junior high school English teachers in the innovative teaching techniques employed herein.

(c) Age and other significant characteristics of pupils:

The innovations employed in this project modify the standard Grade IX English course of studies in our province by including a structured course in Developmental Reading techniques and Individualized Rapid Reading as an integral part of the English program. English IX students at John Oliver are grouped for instructional purposes into three categories;

Academic Honour and Academic Regular (ages 13-15) and Non-Academic Occupational pupils (ages 14-16). Speaking generally, the outstanding feature of each of the three groups can be respectively labelled college-bound, general, and terminal with regards to educational goal orientation and expectations. The school population of John Oliver is 2200 and that of English IX is 450 pupils. Initially, few of the students can demonstrate that they regularly read whole books, use library facilities, or use reading and studying techniques at home or in school. Few students, furthermore, can demonstrate a reading rate in excess of 200 w.p.m. with acceptable comprehension. Many students have indicated to the Administration and the Reading Specialist a desire to voluntarily participate in a non-credit, structured Rapid Reading course which has not been offered in the regular curriculum.

The school population is English-speaking Canadian with increasingly larger minority groups which have recent Asian, European, and South American origins.

Vancouver School Board -- Secondary Summer School

An advance Credit and Enrichment Program was run at Eric Hamber Centre. This Rapid Reading Program was offered to students across the city as an innovative enrichment course. A fee of $15.00 was levied for the 25 hour course. Two classes of 25 pupils were enrolled and completed the course. The class membership was heterogeneous (Grade VII to university) and voluntary. Great emphasis was placed on individual abilities, weaknesses, and growth in reading skills. During the Open House for parents and friends,

many pupils escorted parents and other teenagers to the classes and involved them in reading tests, speed exercises, and book selection routines. Once again, it became evident that pupil achievement and acceptance of a voluntary course surpasses that of a compulsory one.

(d) Procedures followed (from inception until end of school year):

The classroom learning experiences utilized in this innovative project are to be composed of an intensive semester's study of Individualized Reading instructional techniques, the sequential methods of Developmental Reading, and the diagnostic routines of Corrective Reading.

These procedures in reading instruction are thoroughly outlined in the journal and book publications of the International Reading Association, Newark, Delaware, U.S.A. They are further fostered by the teacher training programs in the Reading Centres of most major universities. The following publications have proven useful in implementing the objectives of this project.

1. Bond, Guy and Miles Tinker, Reading Difficulties: Their Diagnosis and Correction. New York: Appleton-Century-Crofts, 1967.

2. Karling, Robert, Teaching Reading in High School, New York: Bobbs-Merrill, 1964.

3. Marksheffel, Ned, Better Reading in Secondary School. New York: Ronald Press, 1966.

4. Weiss, M. Jerry, (Ed.) Reading in the Secondary Schools. New York: Odyssey Press, 1961.

5. Zintz, Miles, Corrective Reading, Dubuque: Wm. C. Brown Company, 1966.

A. Individualized Reading Activities

1. Each student has completed the SRA Reading Record reading survey test and the self-interpreting Student Profile of reading strengths and weaknesses as a pretest and posttest routine which demonstrates reading strengths, weaknesses and course growth in various reading factors.

2. Each student has completed a Reading Interests Inventory, a survey designed to identify areas of reading interests and needs for the individual teenage reader. (See Appendix A)

3. Each student has demonstrated the guidelines in the routine of How to Choose a Book within his interest and ability ranges. (See Appendix B)

4. Each student has shown the desire and power to read paperback books using the routine U.S.S.R. (Uninterrupted Sustained Speed Reading).

5. Each student has proven the quality of U.S.S.R. reading input through Continuous Flow Writing and Speaking Activities. This immediate and delayed recall technique adequately verifies the reading activity.

6. Most students have provided further proof of the quality of their reading activities by performing one or more Book Conference interviews. This written and oral presentation is a teacher/pupil interview designed to assess three criteria, the appropriateness of the book choice, the literary appreciation of the novel, and the philosophic values of knowledge, truth, and beauty gained and reinforced as a result of reading the book. (See Appendix F)

7. Leading students have prepared a written persuasive speech and orally presented one or more Book Commercials to their class. This technique is designed to have one peer group leader persuade pupils with similar interests and identities to choose and read a book of proven interest and utility.

8. Each pupil has displayed the quality of his reading activities by maintaining a Reading Log which records the following brief history of the books he has read:

   Date read...
   Time in hours... Number of sessions...
   Author...
   Title...
   Reading Interest class...
   Statement of book's personal importance...
   Statement of intended related reading activities...

9. Students have indicated an awareness of the basic growth steps through which normal boys and girls pass during their adolescent years and related to them the authors and books which will give the individual the greatest reading satisfaction and information for happy and healthy mental, physical, and spiritual growth.

10. Selected students have participated in Reading Field Trips to purchase groups of paperbacks from the local wholesale dealers. Others have purchased books from the monthly catalogues of mail order paperback book clubs. Still others have donated favourite books to the reading program for friends to enjoy.

B. Developmental Reading Activities

1. The main sources of lessons for individuals and small groups have been the EDL Listen and Read tapes and workbook, N.B. Smith's Be a Better Reader II and III, Scholastic Book Services' Pattern for Reading, and especially N.B. Smith's Faster Reading Made Easy.

2. Lessons have emphasized such reading skills as word analysis, vocabulary growth, textbook usage, Robinson's SQRRR Study method, reading critically, reading for main ideas and detail, library skills, reading in content areas, flexible reading rates, newspaper and magazine media, notemaking from books and the structure of the novel, biography, drama, and poetry.

3. Three incentives for faster reading have proven useful. The EDL Controlled Reader filmstrips and workbooks have a high motivational factor, not so much due to the mechanical nature of the apparatus but rather to the fact that the individual can observe a reading rate and an increase in reading speed in a very short practise period, secondly a teachermade Beeper Tape encourages the pupil to read a page in a set time interval which gradually lessens so that the pupil is led to consume the same amounts of reading material in shorter time periods. The habit of a Reading Contract thirdly, trains the pupil to compete with himself. If he has a half-hour reading period available he contracts with himself to read 30, 45, or 60 pages of the book by folding back the respective corners of thes pages of the book. He attempts to achieve his minimum goal and to gain one of the higher ones in the allotted time. He also learns through these methods that the reading rate for the juvenile novel, the classic novel, and book of scientific explanation have different reading rate expectancies.

C. Corrective Reading Activities

1. The main method utilized in this section is the Language Experience Story (see Appendix C) and it has proven utility with pupils who show reading reluctance and retardation.

2. Diagnosis of Reading difficulties has centered around the following professional tools:

   - The Language Experience Story Technique
   - Bond Reading Inventory
   - Durrell Analysis of Reading Difficulty
   - Durrell-Sullivan Reading Capacity and Achievement Tests
   - Peabody Picture Vocabulary Test
   - Wide Range Achievement Test

3. Individual lessons in reading skills have been prescribed by the teacher and completed by the students. Olson's Step Up Your Reading Power has been popular for short reading articles.

(e) Modifications:

1. When adolescents are allowed to choose from a wide selection of paperback books, there appears to be a tendency for immature pupils to initially choose books of lesser cultural, social, and literary worth. Due to this previously unrealized trait of third class readers it soon became apparent in this project that the reading teacher, through the daily routines of Book Selection, Book Commercial, and Book Conference should exercise public censorship rules. In this regard, the author applies censorship rules to the individual teenager in accordance with the youth's personal family, social, and religious background. The standard censorship complaint form recommended by the National Council of Teachers' of English is available for pupil or parent use but it has not yet been called to use in this program.

2. Seven out of sixteen of our Grade IX English classes are directly participating in this project. The circulation of the large supply of interesting and highly motivating paperbacks has had to be limited to the participating classes. One supposes that if all classes participated there would be a smaller loss and theft factor. The general circulation of these paperbacks throughout the school would depress the obvious impact of these successful reading materials.

3. In order to improve the performance in the Reading of the Novel section of the Developmental Reading, we have utilized a valuable book supply source, the Secondary Association of Teachers' of English, a provincial

professional services association. This organization temporarily loans class and half-class sets of popular paperback novels. Some popular books have been: The Hand of Mary Constable, The Wreck of the Mary Deare, On the Beach, The Outsiders, 1984, Karen, To Kill a Mockingbird, and The Andromeda Strain. This offer has facilitated instruction in large groups of the novel characteristics and encouraged group discussion.

4. Bibliotherapy

As an English teacher, I felt that my academic familiarity with the nineteenth century classical novel would be sufficient foundation for the novel genre. It soon became evident that the popularity of Hemingway and Steinbeck, and of Bradbury and Clarke with the Rapid Readers demanded special teacher preparation. The most intensive and rewarding area of my personal professional development, however, has been in the area of Bibliotherapy and juvenile literature.

The bibliotherapic routine urges the maturing adolescents to read books which will illuminate their personal problems; that is, the interaction between an enquiring teenage reader's personality and the popular paperback book will involve that individual with thoughts and actions prompting wholesome maturation. Teenagers are beset with such personal and social problems as loneliness, divorce, teenage marriage, drugs, racial prejudice, rebellion, disease or injury and gangs. As an organizer of individual reading programs, I have had frequent need to identify underlying personal problems and to prescribe the appropriate juvenile and adult novels which would assist pupils in making a specific personality assessment, adjustment, and positive growth pattern. By utilizing the bibliotherapy technique, the individualized reading teacher can make an early general diagnosis of a personal or social maladjustment and easily involve other specialists in the school and community in order to provide expert medical and social aid for the pupil. Popular books and forceful topics such as the Outsiders (gang), Tell Me That You Love Me, Junie Moon (disfigurement), Phoebe (teenage pregnancy), Mr. & Mrs. Bo-Jo Jones (teenage marriage), Loneliness of the Long Distance Runner (alienation), Pigman (loneliness), Love Story (early death), and Black Like Me (racial prejudice) possess great utility in this therapeutic section of the Rapid Reading course.

5. The growth of Rapid Reading skills opens countless areas for student involvement. The abler pupils, using their study skills, Book Commercial routine, and Independent Story contracts have demonstrated an eagerness for public speaking and debating. Through reading about personally interesting topics, "mini-experts" soon

develop. Graduates of this year's Rapid Reading Program will host The B.C. Centennial Cup ... Lower Mainland Championships in debating and public speaking. This project will involve more than one hundred John Oliver pupils as hosts and registrations indicate that more than four hundred competitors from local private and public secondary schools will put reading and communication talents to worthwhile use.

(f) Source or resource materials:

A. The Individualized Reading Program

1. 550 adult and juvenile paperback novels
   Hilroy Fellowship Funds, 1971
   $407.06

2. 180 adult and juvenile paperback novels
   Vancouver School Board, Pre-Employment Funds, 1971
   $104.08

3. 150 adult and juvenile paperback novels
   Vancouver School Board, Pre-Employment Funds, 1970
   $96.75

4. 135 adult and juvenile paperback novels
   Vancouver School Board, Summer School Funds, 1971
   $100.00

5. 200 miscellaneous paperback books
   Pupil and teacher program donations ...Free

6. 40 paperback reading habits and interests text books
   Books and the Teenager Reader
   Vancouver School Board, Secondary Experimental Funds, 1970
   $30.05

7. Class sets of popular paperback novels (The Outsiders, The Wreck of the Mary Deare, Mrs. Mike, Born Free, etc.)
   British Columbia Secondary Association of Teachers' of English ...Free

8. The Junior Literary Sampler Kit and Workbooks
   Vancouver School Board, Pre-Employment Funds, 1969
   $100.00

9. Current popular magazines (Life, Look, etc.)
   Pupil and teacher program donations ...Free

B. The Developmental Reading Program

1. 42 Pattern for Reading
   Hilroy Fellowship Funds, 1971
   $84.00

2. 40 All About Words
   Hilroy Fellowship Funds, 1971
   $30.40

3. 40 Faster Reading Made Easy
   Vancouver School Board, Secondary Experimental Funds, 1970
   $30.05

4. 40 Words to the Wise
   Vancouver School Board, Secondary Experimental Funds, 1970
   $20.00

5. EDL Controlled Reader Machine
   On Loan, Vancouver School Board Night-School
   ...Free

6. EDL Listen and Read Tapes and Workbooks
   Vancouver School Board Secondary Experimental Funds, 1969
   $180.00

7. EDL Reference Skills Library kits
   Vancouver School Board, Developmental Reading Funds, 1969
   $100.00

8. The Accomplished Reader book
   Supplementary textbook issue class sets
   Department of Education, Province of British Columbia
   ...Free

9. 170 reference and general paperback books
   Vancouver School Board, Developmental Reading Funds, 1971
   $102.00

10. Various class sets of mimeographed Teacher produced Rapid Reading Mini-lessons ...Free

11. Class sets of the monthly Voice magazine
    school supplied ...Free

C. The Corrective Reading Program

1. Language Experience Approach books, magazines, pamphlets, articles, etc. ...Free

2. 4 sets, The Checkered Flag high-interest, low-level series.
Vancouver School Board, Pre-Employment Funds, 1968
$50.00

3. 4 sets, The World of Adventure Series, high-interest low level series
Vancouver School Board, Pre-Employment Funds, 1968
$50.00

4. 1 typewriter
school equipment

5. 1 tape recorder-player
school equipment

6. 40 Be A Better Reader workbooks II and III
Vancouver School Board, Remedial Reading Funds, 1970
$100.00

(g) Evaluation procedures used:

A. The Overall Developmental Reading Program
Pretest: Gates-MacGinitie Reading Tests, Form
Posttest: Gates-MacGinitie Reading Tests, Form
Course Critique: pupil composed commentaries

B. Continuous Individualized Evaluation Program

1. Pre and Post individual tests: SRA Reading Record and Student Self-interpreting Profile of Reading strengths, weaknesses and growths.

2. The quality and number of pupil/teacher Book Conference assessment interviews.

3. The number of completed books entered in the Student's Reading Log record.

4. The quality of performance of leading pupils in Book Commercial classroom speeches.

5. The quality of frequent written and oral responses in Continuous Flow compositions.

6. The oral and written critiques from pupils, parents and teachers.

C. The Corrective Reading Program

1. Botel Reading Inventory

- diagnostic tool for phonics, word recognition, word comprehension, reading and listening.

2. Durrell Analysis of Reading Difficulty

- diagnostic tool for individual reading difficulties.

3. Durrell-Sullivan Reading Capacity and Achievement Tests

- diagnostic tool for individual reading difficulties.

4. Peabody Picture Vocabulary Test

- diagnostic tool for rating vocabulary and spelling.

(h) General Comments:

1. The training of other teachers in our own and other schools has developed as follows:

(a) In-service Workshop. The author headed a seminar and demonstrated methods and materials for the probationary Secondary English teachers of Vancouver School Board. As a result of this session several visits by the teachers and their colleagues have been made to see the program in action and discuss objectives and techniques.

(b) Professional Development Conference. The author presented a lecture concerning the Book Conference teaching method to the heads and teachers of Vancouver Secondary English departments. At the conference four students in the project presented Book Conferences in written and oral modes. The third section of this session featured a display of several hundred of the juvenile and adult paperbacks which have proven their utility with students. It became apparent that most English teachers were familiar with the use of paperbacks in Individualized Reading as a valuable teaching technique.

(c) University Seminar. A lengthly seminar with the graduating reading specialists at the University of British Columbia was mutually beneficial. Not only were the teaching innovations of this project ably advertised but also the graduates witnessed proof that the academic pronouncements about new reading-teaching methods are indeed fruitful in the secondary classroom.

(d) Classroom visits. Several teams of teachers have visited the project's classroom to inspect not only the innovations in operation but also to query the attitudes and opinions of the pupils participating in this self-directed form of learning

through reading. The leading areas of discussion carried out with these teachers have been:

- the funding for materials
- the Language Experience Approach
- the Book Conference routine
- the gaining of knowledge about so many books
- the continuous flow writing technique
- book censorship with pupils and parents
- regular, on-going individual assessment
- assignment of marks for Report Cards

Recent communications with these visitors reveal an eagerness to adapt the innovations of this project and to upgrade teacher performance in the various routines such as the Book Conference and the Language Experience story.

(e) Rapid Reading Workshop for Teachers. Several lengthly workshop sessions are scheduled for this Fall to help some 25-40 elementary-secondary teachers who are interested in utilizing the techniques of this project. Tentative topics of these weekly workshops are:

The Hilroy Rapid Reading Project, The Individualized Reading Technique, Developmental Reading Improvement Methods, Rapid Reading Methods, and Corrective Reading for Classroom Individuals.

2. Guarantees for future growth of this personal learning program have been stated by the John Oliver Administration. Next year, all grade nine and eleven English students at John Oliver will complete a thirty-hour semester course in INDIVIDUALIZED RAPID READING. The course outlined in this project has been presented at the Vancouver School Board summer school to two classes of enrichment students.

4. Conclusion

I wish to conclude this final report with an expression of sincere appreciation on behalf of the many regular and summer session students and the teachers who have all benefited educationally from this project. It is an unquestionable fact that the Hilroy Fellowship Program has provided tremendous learning impetus to all who have

participated. It was a pleasure to meet with Mr. Wendell Sparkes of the Canadian Teachers' Federation when the Hilroy fellows were honoured at the B.C.T.F. Annual Convention. His visit added a necessary warm human contact to the project when he ably answered our many questions about the Hilroy program. One realizes at the time of writing this final report that, indeed, it really is not such, for the educational increments will continue to be added to this continuous, on-going program in Rapid Reading.

APPENDIX A

RAPID READING...QUESTIONS ABOUT READING

1. If you could watch only three TV programs this week, which ones would they be?

_____ _____ _____

2. If you could read only three magazines this week, which ones would they be?

_____ _____ _____

3. Have you read parts of any of the above magazines in the past two weeks. If so, name them.

_____ _____ _____

4. List the subjects of articles you have read in magazines in the last two weeks.

_____ _____ _____ _____

5. If you did not read any magazines in the past two weeks, describe other ways in which you secured news or information (not counting school work).

_____ _____

_____ _____

6. What are the titles of the best movies that you have seen in the last two years?

1. _____ 2. _____

3. _____

7. What was the last book, other than books assigned at school, you remember reading?

_____

8. List the names of the last three books you took out of the school or public library which you read for personal fun rather than for school-work.

1. _____ 2. _____

3. _____

9. Some people like to read paperback books rather than hard cover books. List the names of three favorite paperbacks, if any, that you own.

1. _____ 2. _____

3. _____

10. Have you ever read a book more than once because you liked it? Name one:

_____

11. Name a book which you feel should be studied in your English class which isn't.

_____ Have you read it? _____

12. A dictionary is a list of words and their definitions. What do you think is the dictionary description or definition of each of the following words:

To read _____

To study _____

To communicate _____

13. Please answer these questions:

Age:____ years ____ months Sex: Male Female Father's occupation

Grade:____ _____

Name _____

APPENDIX B

RAPID READING MINI-LESSON...HOW TO CHOOSE A GOOD BOOK

As you concentrate on improving your reading performance, learn to respond to the following guidelines in order to successfully select paperback books which will provide you with satisfactory reading experience.

1. Inspect the glossy front cover. Do you like the way the book is packaged? Does the artwork excite you and encourage you to read the book? Remember that the jacket scene usually shows some main characters, the setting, or an important episode.

2. Do you know about the author and respect his reputation? Have you read and enjoyed other books which were written by him? Has he won any of the great literary awards? Have you heard any of your friends speak favourably of him?

3. Which movies and television shows are your favourites? Is this book one of your well-liked shows in book form? If it is, you will enjoy reading it rapidly.

4. Look at the symbol of the publishing house on the spine and corner of the cover. Does this crest advertize a publishing company which has previously provided you with worthwhile reading materials? Perhaps they print other paperbacks which satisfy your reading tastes and power.

5. Read the advertising blurbs and the comments of critics which are printed on the back cover and inside the front cover. Do these commercials prompt you to sample more of the book or persuade you to bypass this book?

6. Consult with your friends. Have any of your peer group friends developed a respect for this author or this book and is willing to recommend it to you?

7. Identify the reading interest area and the reading level of the book. Some books, on the inside front cover, print the Reading Level and the Interest Level of the book to help the reader choose a book that is within his needs and interests.

8. Judge the Reading Level of several pages. Turn to page 50 and scan it for difficult words. A difficult word has a problem in pronunciation, meaning, syllabication, etc. If there are a couple of hard words the book may be within your reading grasp. If you count five or more words on the page, it is probably beyond your grasp, that is, beyond your reading ability. If the difficult word count is a dozen, the book is definitely too hard for you. Check a few more pages such as 100, 150, and 200.

9. Identify the Reading Interest Area of this book and relate it to such things as your age, sex, social background, and especially current interests and hobbies. If you are actively curious about such topics as war, science fiction, animals, or romance the book you choose should be about one of these if you are to get the most use and pleasure from the reading experience.

10. Use your teacher as a resource person and a librarian, a resourcarian. Ask him to recommend a book based on his knowledge of your reading power and interests. There may be some new paperbacks which would give you pleasure. There may be hardcover books in the school library which would satisfy your current needs. There may be booklets, clippings, or other materials in the vertical files which would improve your learning through reading.

11. While choosing one book, try to pick up three. Choose not all mysteries, but rather one mystery, one romance, and one travel book. Keep these books handy at all times. Perhaps a class is cancelled, perhaps you finish an assignment early, ... perhaps many things can happen each day which you can change into short reading sessions. You may feel, now that you want to read a romance book tonight, but you might rather be in the mood for some mystery or science fiction when you sit down to read. If you have books readily accessible you will definitely read more.

12. Browse through the reading lists, the reading catalogues searching for books which have earned a good reputation with teenagers across the continent. Such browsing will reward you with the names of books you have already enjoyed and then you'll see other books amongst them for you to choose from.

Are you interested in scuba diving? If so, what are the finest ten books in this field for you to read? How many of them are included in the paperback selection in the classroom or at the school library? Whatever your personal interests may be ask yourself this question always ... What are the best books and how soon can I read them?

In summary, you should practice the wise choice of your reading materials. You don't have the energy to read all of the books. You can't really read all the best books. It therefore becomes important that you get possession of the finest books available within your interests level and reading level.

APPENDIX C

LANGUAGE EXPERIENCE APPROACH STEPS

I. The Oral Segment

(a) The student and teacher begin the routine by talking about a topic, hobby, or book which, although outside the scope of the school curriculum, is of importance to the boy. While the boy delivers his oral statement, the teacher lists and orders the important vocabulary and ideas.

(b) The boy delivers and records a better structured and ordered oral composition. He may later refer to this tape or merely use it to copy a written composition. Usually the use of whole sentences and basic punctuation can be stressed at this stage. Students often slip to lessen vocabulary words which they can safely spell; such as, "chopper" for helicopter.

II. The Written Segment

(a) The initial student written paper is composed on foolscap using double spacing. The basic rules are that only the best words in his head are to be used even though their spellings may not be accurate and that little attention need be paid to punctuation problems.

III. Phonetic - Structural Word Attack Segment

(a) Boys who misspell a word do so consistently. In other words, if the word is written a dozen times in a composition and called out instantly as "chamaleon" then it has meaning in that author's mind. We could say that "cmlen" is his private symbol and "chamelon" is our public one for the same idea.

Unacceptable private symbols are therefore improved by the teacher and pupil as he divides words into syllables, isolate roots and affixes, and most important highlight the difficult vowel sounds.

(b) When the boy has learned the acceptable public image and written it from recall on a separate paper or blackboard, it becomes his new symbol of that word. He then improves his initial composition by writing the new, public, acceptable symbol immediately above his old unacceptable concept so that he can readily identify his vocabulary growth. By listening to the tape of his story, the boy can readily transpose his voice inflections, pauses, and "uh's" into punctuation items. Then he can easily form whole sentences from the sentence fragments.

IV. The next step or session finds the boy making a "good" copy of his experience story using his improved "rough" copy as a guide. Not only is the penmanship improved through the working of the pride factor but also higher level and often new sentences are added to the story. He also lists on word flash cards, and in a handwritten list the important written words he has mastered during this experience story.

V. The Reading Segment

The oral-written experience story is now transferred to reading material by making a typed version with several copies. The teacher, a student aid, stenographer, or eventually the pupil types the story which is enhanced by artwork such as drawings, photos, magazine pictures, etc. produced by the pupil. Some uses for the copies are:

i. an entry in the pupil's looseleaf L E booklet

ii. an entry, by topics, in the class collection of L E stories

iii. Cloze Technique - the newly learned vocabulary words are inked out with a felt pen and pupil is asked in a day, a week, and a month to recall them in speaking and writing.

iv. Sentence Scramble - Sentences are cut up into separate words and the pupil re-assembles them.

v. Friend's Copy - one copy is to be passed on to a friend or relation for reinforcement use.

vi. Speech Copy - the story can be read as a lively speech into the tape recorder and compared to the initial rendition.

Tremendous pride is engendered by this time in language experience stories. Each boy realizes that his preoccupation with motorcycles, pigeons, hockey or camping, does have educational use and that it is important for him to continually learn to write and to read the best words in his spoken vocabulary.

VI. Story - Reading Transfer Segment

There is a great pressure on the teacher and librarian to quickly collect a series of related pamphlets, magazines, and books of fact and fiction about the boy's topic. It is vital that the boy identifies the extensive public use of his learned words in all kinds of printed material. During the school year, a boy may complete a dozen L E stories on this topic or others with which he becomes interested. He may become pals with other boys writing stories in the same area. One fact is always highly visible - his proudest achievement of the year is his binder of a dozen illustrated stories and the student log which lists the related reading materials which he has mastered.

APPENDIX D

RAPID READING MINI-LESSON...A SUGGESTED READING LIST

Reading and English teachers who read Media and Methods, a magazine which reviews the use of paperbacks in individualized reading, may find this list of titles useful. Teachers were asked to list the leading effective works used by them and their students during the recent years. They were asked to choose books which have elicited the best responses from students.

The following list of novel titles is according to the number of mentions they received. (Reference: Media and Methods, May 1970.)

1. A Separate Peace, Knowles. (1959)
2. Lord of the Flies, Golding. (1959)
3. A Catcher in the Rye, Salinger. (1951)
4. To Kill a Mockingbird, Lee. (1960)
5. I never Promised You a Rose Garden, Green. (1964)
6. The Outsiders, Hinton. (1967)
7. Flowers for Algernon, Keyes. (1966)
8. Huckleberry Finn, Twain. (1884)

   Brave New World, Huxley. (1932)
9. Tell Me That You Love Me, Junie Moon, Kellogg. (1968)

   The Stranger, Camus. (1946)
10. 1984, Orwell. (1954)
11. Black Like Me, Griffin. (1961)
12. Animal Farm, Orwell. (1954)
13. The Pearl, Steinbeck. (1947)
14. The Chosen, Potok. (1967)
15. Siddhartha, Hesse. (1951)
16. Demian, Hesse. (1965)

    Autobiography of Malcolm X. (1964)

    The Great Gatsby, Fitzgerald. (1925)
17. The Old Man and the Sea, Hemingway. (1952)
18. When the Legends Die, Borland. (1963)

    Manchild in the Promised Land, Brown. (1965)
19. Catch 22, Heller. (1961)

    Of Mice and Men, Steinbeck. (1937)

    Grapes of Wrath, Steinbeck. (1939)
20. Mr. and Mrs. Bo-Jo Jones, Head. (1968)

    Cry, the Beloved Country, Paton. (1948)

    One Flew Over the Cuckoo's Nest, Kesey. (1962)
21. All Quiet on the Western Front, Remarque. (1929)

    Black Boy, Wright. (1945)
22. The Invisible Man, Ellison. (1952)

    The Scarlet Letter, Hawthorne. (1850)

23. Cat's Cradle, Vonnegut. (1963)

    The Hobbit, Tolkein. (1938)

24. The Red Badge of Courage, Crane. (1895)

    The Heart is a Lonely Hunter, McCullers. (1940)

    The Jungle, Sinclair. (1906)

25. Anthem, Rand. (1946)

    The Contender, Lipsyte. (1967)

    Native Son, Wright. (1940)

    Farenheit 451, Bradbury. (1967)

APPENDIX E

RAPID READING BOOKLIST, 1971
(Sample)

AAZIMOV, Isaac

Building Blocks for the Universe
Fantastic Voyage
Foundation Series
Inside the Atom
I, Robot
Pebble in the Sky

ADAMSON, Joy

Born Free
Bwani Game
Forever Free
Living Free

AGEE, James

A Death in the Family
Letters to Father Flye
The Morning Watch

ALCOCK, Louisa

Little Women

ARDREY, Robert

African Genesis
The Social Contract
The Territorial Imperative

AUSTEN, Jane

Emma
Mansfield Park
Pride and Prejudice

AXLINE, Virginia

DIBS: in Search of Self

BALDWIN, James

The Fire Next Time
Go Tell it to the Mountain
Nobody Knows My Name

BARRETT, William

The Glory Tent
The Lilies of the Field

BEGGS, Larry

Huckleberry's for Runaways

BELLOW, Saul

The Adventures of Augie March
Henderson the Rain King
Herzog
Mr. Sammler's Planet

BLISH, James

The Star Trek Series

BOCCACCIO, Giovanni

The Decamerone

BONHAM, Frank

Burma Rifles
War Beneath the Sea

BORLAND, Hal

High, Wide, and Lonesome
When the Legends Die

BOULLE, Pierre

The Bridge Across the River Kwai
Planet of the Apes

BRADBURY, Ray

Dandelion Wine
Fahrenheit 451
Illustrated man
Martian Chronicles
R is for Robot
Something Wicket Came This Way

BRAITHWAITE, E.R.

To Sir, with Love

BRICKHILL, Paul

Dambusters
Escape or Die
The Great Escape
Reach for the Sky
(Douglas Bader)

BRONTE, Charlotte

Jane Eyre

BRONTE, Emily

Wuthering Heights

BUCHAN, John

Greenmantle
Mr. Standfast
Thirty-nine Steps

BURNFORD, Sheila

The Incredible Journey

BURROUGHS, Edgar Rice

Tarzan of the Apes Series

BUTLER, Samuel

Erewhon
Erewhon Revisited
The Way of All Flesh

CALDWELL, Erksine

God's Little Acre
Journeyman
Tobacco Road

CAMUS, Albert

The Plague
The Rebel
The Stranger

CAPOTE, Trueman

Breakfast at Tiffany's
In Cold Blood
The Grass Harp

CARRIGHER, Sally

Icebound Summer
One Day at Beetle Rock
One Day at Teton Marsh
Wild Voice of the North

CARSON, J.F.

The 23rd Street Crusaders

CARSON, Rachel

The Edge of the Sea
The Sea Around Us
Silent Spring
Under the Sea Wind

CERVANTES, Miguel

Don Quixote de la Mancha

CLARK, Arthur

Childhood's End
Dolphin Island
Islands in the Sky
Treasure of the Great Reef
2001 Space Odyssey

CLAVELL, James

King Rat
Taipan

CONRAD, Joseph

Heart of Darkness
Lord Jim
The Nigger of the Narcissus
Nostromo
An Outcast of the Islands
Youth

COOPER, James Fenimore

Deerslayer
The Last of the Mohicans
Pathfinder
The Prairie

COSTAIN, Thomas

Black Rose
Silver Chalice

CRONIN, A.J.

Adventures in Two Worlds
The Citadel
The Green Years
Keys of the Kingdom

DEFOE, Daniel

Moll Flanders
Robinson Crusoe

DICKENS, Charles

Bleak House
A Christmas Carol
David Copperfield
Dombey and Son
Pickwick Papers

APPENDIX F

RAPID READING MINI-LESSON

THE BOOK CONFERENCE

A Pupil/Teacher Interview

One of the greatest advantages of the Book Conference is that a worthwhile relationship develops between each pupil and his teacher. Another is that they develop a mutual understanding and respect on an individual basis. Often the teenager can rehearse the Book Conference with his parent playing the teacher's role. The Book Conference tries to assess the degree of literary appreciation in the student is produced by the author and his book. The Book Conference is designed to also diagnose the reading strengths and skills as well as the current interests and reading needs of each pupil.

It is a time consuming task to prepare for a meaningful Book Conference. First, you should thoroughly read the book determining the author's purpose and his main ideas. Secondly, you should prepare written responses to the questions you wish to discuss with the teacher. Choose several questions from each of the following six pages and have them as guidelines for the Book Conference. Each answer should be an organized paragraph featuring the characteristics of unity, coherence, emphasis, and above all meaning. Thirdly, index the pages of the book to which you refer and need for oral reading in the interview. The Book Conference, finally, is of little use if the teenaged reader does not become better aware of his self-perception and personal life objectives. In this respect approach the Book Conference as both a philosophic dialogue and an impromptu counselling session.

Some of the Book Conferences will be found by the teacher to be superior to others. The Book Conferences which are really dynamic and useful can be developed into Book Commercials, a front-of-the-class situation in which you try to persuade others to enjoy the reading of outstanding books.

In conclusion, we hope that the Book Conference part of the Rapid Reading course will open many avenues of thought, emotion, and action to help you grow into happy and healthy wholesome being. Get your friends and parents to read the books you find interesting and frankly discuss the happenings in the book, especially those which some may feel to be alarming or controversial. Use the books and the Book Conference routine, then, to build increasingly wholesome, positive human characteristics and behaviours.

Section I ... The Appropriateness of the Book

This part of the Book Conference tries to determine if you are selecting reading materials appropriate for your personal background such as your family, scholastic, religious, social, age, sex, and peer identities.

1. Is there any part of this book which offends or bothers you? ... your parents? ... your minister? ... your friends? Why?

2. Which parts of this book uses the "three S's": sex, sadism, or the smoking gun?

3. Do you feel that the movie version of this book should be restricted to adult audiences or have such B. C. Censorship tags as drugs, simulated sex, vicious brutality, nudity, or frequent coarse language?

4. Rate the vocabulary load of this book ... easy, juvenile, adult, slang, hard, etc. Which words are technical? Which words did you look up in your dictionary? Make a list of technical words one needs to understand the main subject of the book.

5. Could you recommend that your parents read this book? Why? Why not? Which sections of the book would you wish to remove if the book were to be safe for your folks to read? What would they find controversial or immoral? Which aunts or uncles could you share this book with?

6. How did you learn about this book? ... Class book commercial? ... a friend's recommendation? ... teacher recommendation? ... on library display? ... sitting around the house? ... liked the movie? ... attracted by the cover's artwork? ... saw it on a reading list? ... other?

7. What class of book is this? (romance, science fiction, western, spy, war, religion, gang, teenage ethics or morality, serial, etc.) Name some other authors who write in this area. Which other books have you read in this class? Would you like another book similar to this one? Which section of the library stocks this class of book?

8. Have you seen any TV specials or read any magazines similar to this book? Where would you find such topics catalogued in the library?

9. Tell me about one section in this book where you got thoroughly muddled and confused. How did you unravel this dilemma?

10. Who else in your class or school would enjoy reading this book? Which boys, girls, priests, parents, teachers?

11. Suppose that your best friend takes this book home to read and that his parents strongly object to him reading such an immoral, low grade book. Would you be willing to visit his parents and explain to them the attributes and the bad characteristics of the book? Which points would the average parent find objectionable?

12. Do you feel that some members of certain political, social, religious, or ethnic group would strenuously object to a teenager reading this book? Which groups? Why? Which parts of the book are contentious?

13. To what extent is this book a biographical statement of the experiences, ideas, and times of real people and real situations rather than fictional ones?

14. You are planning to write a nifty book review of this book for the school newspaper. What are the main ways you will use to persuade other teenagers to read and enjoy this book to the same extent that you have?

15. If a movie version of this book were to be made, what kinds of special training or odd lessons would the average actor need to take?

16. What facts did you already know about this controversial topic, before you read the book? Does this material agree with your previous knowledge? What new information or emotions did you learn from the book?

17. What is the writer's main purpose in this book? ... to inform? ...to entertain? ... to persuade? ... to debate? ... to criticize?

18. When was the book first published in hard cover and in paperback? Was it first a TV or movie success or vice versa?

19. Controversial topics always have supporters championing opposing views. Who do you think would have strong opinions and facts contrary to those suggested by this author? Would you like to see them debate the issue on a TV panel show? Why? List some questions you would ask.

20. Could you easily keep track of what was happening all of the time? List and outline the sequence of events or episodes in this story.

21. If you wanted to study more about this topic, how would you collect reading materials providing more information in this area?

22. Tell me about a really exciting segment of this story, a real high-point. Could you read those pages orally, please.

23. In what ways is the style of this author notable? How is his style different from other authors you have read? Why do you like this style?

24. Turn to page 100, read it to me, please. Read page 150, please.

25. Did you find any words that you thought you knew well used with different meanings or pronunciations? Explain the words, please.

26. Tell me the names of the leading characters? These seem to be rather unusual names ... are they symbolic labels? What behaviour or what characteristics would such a character be expected to demonstrate?

27. Suppose that you are a publisher wanting to reissue this book. Give me a better title than this one, a title which would attract more buyers/readers. What would the title of the movie be?

28. Did the story end the way you expected and wanted it to? How would you like to have the ending changed?

29. Point out an incident when a character made a decision you felt to be unwise? How would you have thought or acted at this point if you were this character? How would you jduge your action as successful?

30. Did you find some errors in this book? Can you point evidence to support your claim? Would you write the author an argumentative letter?

Section II ... The Appreciation of the Book

This section of the Book Conference is designed to show that you understand the purposes and ideas of the book and that you are developing acceptable literary tastes and values. It deals with the knowledge, morality, and esthetics of the author's work.

1. What do you think the title means? Which part of the book explains the title? Read that section to me, please. Is the movie title the same?

2. Describe in great detail the artistic layout of the cover or book jacket. Tell why you think the artwork is effective in your estimation. Who are the characters portrayed? What is this particular scene?

3. Please summarize the book, describe the main characters, and tell me about the exciting episodes which lead to the climax.

4. Which other languages should this book be translated into and offered for sale? Justify your decision by explaining what these national groups would learn from the book.

5. What social situations has caused the author to write this book? How qualified is this author to truthfully comment on these social injustices?

6. Who wrote this book? What facts do you know about him? Which of his other books have you read? Have your parents read his books?

7. Do you think that the author is addressing himself to an adult or a teenage audience? Can both adults and teenagers enjoy and study this book?

8. You should be building a home paperback library. Is this book important enough to you that you would buy a paperback or hardcover copy for your personal home library?

9. How would you classify this book? (novel, poetry, drama, textbook, diary, short story, biography, anthology, etc.)

10. What concrete evidence does the author muster to allow you to support his basic thesis? Is it more personal opinion, innuendo, or falsehood?

11. What specific government legislation or public reactionary activities have been taken or should be taken as a result of the information presented in this book? Are you personally incensed about some of the problems raised in this book?

12. Who is your favorite character? Tell what is happening to him as the book opens and again as the book comes to an end. What will be his condition a year or five years after the book comes to an end?

13. Explain the greatest conflicts which entangle the main characters in the plot?

14. While you were reading this book did you need to consult any reference books such as an atlas, dictionary, or encyclopedia? Which topics did you investigate?

15. Under what circumstances would you find yourself reading this book again before leaving high school? What would encourage you to do this?

16. How did you mark the difficult vocabulary words while you were reading the book? Make one list of general words and another of technical ones.

17. Describe the setting; its time, place, and mood. Underline the words you use which the author also used to describe his setting elements.

18. Does this author use chapter headings? Why? Which chapter was the most important to you? Why? Show me the table of contents, the index, the appendix, the bibliography, the drawings, the maps, etc.

19. If you were to rapidly read this book tonight at home, list the records you would stack on your stereo to enhance the mood of the story.

20. Which movie or TV series does this book remind you of? If you made a movie of this book which actors would you hire for the leading roles? Which part would you want to play yourself? If you shot the movie around Vancouver, where would you locate some of the main scenes?

21. This book seems to have been a good choice for you to read. Which is the most interesting part? ... the most hilarious part? ... the saddest?

22. What is the theme, subject, or main topic of this book and is it a controversial one? Have your folks read or talked to you about this?

23. Do you feel that the happenings in this book are mostly realistic; that is, does it closely follow the expected patterns of life as you know about it today? ... OR ... Is this book mostly imaginative and romantic because the heroes are just too good and sweet or the villains are just too unbelievingly horrible and evil?

24. Dialect is an attempt to print the unusual language patterns of people peculiar to a specific class, race, religion, social strata, or educational, level. Do some of the characters in this book speak in dialect? Were you able to understand the author's attempt to imitate these peculiarities? Read a section of the text demonstrating to me that you have learned to appreciate this dialect.

25. Pretend that I am the school librarian. Convince me that I should buy several copies of this book for the library and circulate to teenagers.

26. Do you think that this book is good enough to be placed on our Provincial English Curriculum for all B.C. kids to read? Which grade level and which sex might it best be suited for?

27. Some mature readers like to write letters to their favorite authors and to include compliments and complaints about the books. If you wrote to this author what compliments would you be sure to mention? What suggestions or criticisms about this book would you put forward? Can you give him some ideas for future books or episodes with these same characters? Ask me for his address and write to him now.

28. Is there a section in this book which you would recommend that we mimeograph so that your whole class can enjoy and discuss it? Read that part to me.

29. Once you started reading the book, did you want to complete in one non-stop sitting? How long did it take you to read? Did you have to force yourself to complete it? Were you able to complete the book at a rate of one page per minute? Which parts did you reread?

Section III ... Values Gained From Reading The Book

These questions are designed to allow you to demonstrate the ideas, facts, opinions, and inferences gained while reading the book.

1. Do you believe everything that you have read in this book. Write a statement outlining the unbelievable elements.

2. Did something happen in this book which you would very much like to have happen to you or very much NOT?

3. Would you have liked to have been there and taken part in some of the episodes? Tell me about the role you'd play in these events.

4. Was there anyone in this book who was really lonely? ... frustrated? ... alienated? How much do you sometimes feel like this at home/school?

5. Did any of the ideas in this book change or improve your ideas about _____?

6. After reading this author's ideas, how do you feel that you should utilize his propositions in your personal and social life today?

7. How real, true-to-life, honest, imaginary, current, relevant, is this book for a teenager growing up in Vancouver?

8. Did this book talk or teach about any of the great, eternal, philosophical, or spiritual truths of mankind, i.e., which biblical commandments apply to it?

9. In what ways has this book helped you to change or improve your relationships with your world ... such as your peers, parents, priests, police, professors and other figures which Ferlinghetti refers to as our "personal patrolmen"?

10. To what extent has the reading of this book helped you to accept or reject a lifetime career or vocation? Should our future teachers, nurses, etc. read this book as a club project? What would they learn?

11. Name an important person in our society (politician, entertainer, scientist, philosopher, columnist, author) to whom you would gladly send a copy of this book. What basic ideas of this influential person would you hope to change through his reading of the book?

12. Which of the characters in this story did something that you would be personally ashamed or afraid to do? What might be another solution for the character to follow at this time?

13. Do you have some problems like those portrayed by the author in this book? Explain generally ... specifically.

14. Imagine that this book originally appeared as a serialized feature in a leading magazine. Which magazine do you think would publish material of this kind? Would they include artwork or photographs?

15. Tell me about some inferences or ideas ... perhaps not actually printed ... have you been thinking about since you finished reading the book?

16. The next best book for you to read is probably one related to this one. Has your success with this book encouraged you to read another book by the same author or in the same class?

17. In what way has the enjoyment gained from this book helped you to understand your own or some friend's character or personality?

18. Would you rate this as one of the best ever or best recently books which you have ever read?

19. Tell me about a person or group in this book who is ridiculed, insulted, or pitied to a great degree.

20. Which page or two in this book describes something quite beautiful? Read this part to me, please. Why is it so worthwhile to you?

21. Do you think that this book could be successfully used as a group discussion item for some school subject such as Guidance or English or for a young peoples' group at the community center or church? List the controversial topics you'd put on the agenda.

22. What values or sympathies are presented in this book are markedly different from those of your family or from myself?

23. Does the book present a distorted, immature, or inferior view of man's life? In what ways are the ideals in this work less than your own?

24. What is your current idea of the "Good Life"? How does this book help you to clarify, support, or contradict your concept of what the Good Life really is?

25. What is the greatest personality flaw of _____, one of the leading characters? Does this trait become better or worse during the progress of this book?

26. Does the author seem to be appealing mostly to your ... intellect, ... emotions, ... imaginations, ... gullibility?

27. Imagine that you must advise a friend or relation who has the choice of reading the book or seeing the movie version. Which would you recommend feeling that he could do either in three hours? What additional impressions would appeal to his senses in your choice?

28. Read to me a part of this book where beauty is described. (nature, person, machine, animal, structure, etc.)

29. In which scene of this book is there a really modern concept presented which seems to be setting a new trend in individual and social behavior?

30. Tell me about the use of acceptable and unacceptable profanity or swearing used by some characters in the book? How do you feel about it?

31. Name a qualified professional person with whom you would like to discuss some of the facets of this interesting book. List some questions you'd ask this authority.

APPENDIX G

READING POWER MINI-LESSON

The Mature Reader

Many reading specialists have attempted to describe the characteristics of the mature reader. Most modern educators realize that reading involves thinking and reasoning activities and that a good reader probably has good intelligence and good health. He has developed a good vocabulary and has fluid delivery in such forms of language as speaking, writing, and visualizing. Once a person has developed good language patterns, however, it is often good practice to "tune up" the reading skills and specialize in such reading areas as flexibility, comprehension, and critical reading skills.

It is usually beneficial for the adult, eager to improve the power and versatility of his reading abilities, to try to fit himself into one of the following first, second, or third classes.

First Class Reader This person is interested in using reading for all kinds of functional and recreational purposes in his private and his professional life. He reads actively, then, for both work and fun. When he chooses for a fiction for reading, the emphasis will be on the better levels and styles of writing. He will choose the leading modern authors and the traditional classics. He may choose to read, for example, the works of the Nobel prize winners since they reflect the culture and society or he may commence a formal study of the Great Books program to concentrate on philosophy and religion. Others may find the book-of-the-month articles as a suitable guide for choosing current fiction and non-fiction reading materials. The mature reader shows a great deal of activity in his daily reading and has several books already chosen for his immediate consumption. He is familiar with the names and reputations of the authors he plans to read and consult in the areas of knowledge which interest him. The mature reader, finally, is the person who is actively seeking authority and information from books in order to broaden and deepen his understandings of himself and his world. Are you a FIRST CLASS MATURE READER?

Second Class Reader A ... Information only. Such a person is distinguished from the better first-class reader by a complete lack of interest in books of fiction. He never reads merely for the pleasure of it but only for some immediate, tangible reward. He is the professional man or college student who has the reading attitude , "Gimme the, facts, man." The university student who reads voraciously but only within the confines of his required courses is a member of this category. The man who reads only the unemotional technical job and hobby books is also a member of this group. He will read, for example, a formal textbook on fly-fishing techniques but never a popular novel covering the same sport.

B ... Fiction and Information. This person is characterized by a definite avoidance of books of the informational type and reads only for fun and enjoyment. Are you a SECOND CLASS READER?

Third Class Reader This level of interest and ability refers to those who actively read only the lightest of fictional, movie, detective or western pulp magazines. He will openly defend this "low" diet of cheap literature and at the same time he collects and displays large numbers of his favourites. He will collect all of the U.N.C.L.E. books, all the James Bonds, and all the Mickey Spillanes. These are his level of classics. Are you a THIRD CLASS READER?

Thus we see that man is a social animal and that reading is an activity which can be ever self-renewing, continuously innovating, and actively redeveloping or tuning-up previously acquired skills and habits. There is always room for higher tastes, bigger vocabularies, and new interests.

READ ... READ FASTER ... READ MORE ... READ ANYTHING ... READ EVERYTHING.

Promoting Critical Reading Skills

There person desirous of attaining the level of the mature reader must develop skills and habits in an advanced area of reading which is seldom mastered by the second-class reader; namely, reading critically. Reading authorities have only recently isolated this kind of training and begun to define critical reading, describe its component skills, and to provide practice materials. The reading experts seem to agree that critical reading is one of the highest degrees in the thinking and reading processes and that only the finest of the nation's readers will want to master these skills. The critical reader can not only readily identify and understand the ideas presented by the author but also he can draw inferences and make interpretations from the material in accordance with his own experience and intelligence. The mature, critical reader is also accomplished in making judgements about the truthfullness, recency, and validity of the reading material, in realizing the use of propaganda language methods, and in noting the author's personal credentials and biases. Immature readers often feel that the mere appearance of facts or opinions in a published form attests their truth, worthiness, and validity but we know that this is not so in newspapers, magazines, journals, and books. The person who reads critically, according to one expert, Actley "reconstructs from the printed page the writer's ideas, feelings, moods, and sensory impressions". If one realizes that reading is thinking, then in order to improve one's critical reading habits one must improve one's critical thinking activities and one's literal, interpretive, analytical, and creative thought processes.

Another way of viewing this topic as one tries to improve his reading power and flexibility is to regard it as a formal logic and problem - solving reasoning activity. Jerome Bruner states the difference between ordinary and critical reading when he says, "It is something like an ability to see the connotative meaning of not only individual words and phrases but also of whole sentences and paragraphs. The critical reader gets beyond the literal or superficial level and perceives that the sentence is relevant to a larger domain of thought. My assumption is that the parallel between critical reading and formal reasoning is very close. The literal contents of the sentences are premises; the connotations are the conclusions". Much reading material presents the enquiring mind with logical, critical, and pragmatic dimensions.

Each of us is different due to his real and vicarious experiences. We should, therefore, include the reader's personal intense feelings, attitudes, purposes, and educational background in arriving at a valid definition. Several of us can read the same material and because of our individuality arrive at slightly different conclusions. This is particularly true in poetry reading. We try to arrive at impartial, intelligent solutions to problems but if a person ardently supports a specific political, religious, philosophical, or economic viewpoint it will be hard for him to accept opposing ideas and supporting facts.

One of the most inclusive definitions of critical reading has been set forth by Maw as follows, "Critical thinking skills needed for critical reading activities include examining carefully the facts and ideas presented, recognizing and defining problems, selecting pertinent information, evaluating sources of evidence or opinion, recognizing unstated assumptions, forming and evaluating hypotheses, making valid generalizations and inferences, determining cause and effect, evaluating arguments, and understanding one's own predilections and prejudices". In addition to this it should be apparent that critical reading requires the astute reader to be willing to suspend judgement until all the evidence is observed and processed so that the conclusion that is arrived at is a proper reconstruction of the writer's ideas, feelings, moods, and sensory impressions in union with those of the reader's.

The Essential Skills of Critical Reading

A survey of the literature in the field of reading suggests that the many separate critical reading skills are related to one or more of the following four basic activities engaged in by the independent mature reader.

1. Skills a critical reader utilizes in evaluating and judging his own purposes, attitudes, and background.

   (a) He determines a purpose for reading a selection in order to adjust his flexible reading rates and skills to fit the form and content being read;

   (b) He recognizes and takes into account his own attitudes, values, prejudices, and biases in order that he may be as objective as possible;

   (c) He recognizes the extent of his own educational background and how this position may enhance or limit his effectiveness in in understanding the material; and

   (d) He continually seeks to broaden his vicarious background while improving his functional and recreational reading skills.

2. Skills the critical reader utilizes in evaluating and judging the author and publisher.

   (a) He determines the author purpose and audience;

(b) He is aware of the author's point of view, biases, slants, and prejudices;

(c) He attempts to determine the author's credentials, that is, the writer's background of experience and the adequacy of his knowledge in the field in which he is writing; and

(d) He attempts to determine the recency of the material; how long ago was it gathered and why did the publisher agree to produce it?

3. Skills a critical reader utilizes in evaluating and judging the language of the text.

(a) Recognizing that many words have multiple meanings, he selects the specific meaning that applies to the context;

(b) He recognizes and adjusts to figures of speech, metaphors, and cliches;

(c) He looks for rhetorical swaying and false allusions;

(d) He assesses sentence length and position of stressed words in sentences, of stressed sentences in paragraphs; and

(e) He recognizes and adjusts to the mood and tone of the text.

4. Skills a critical reader utilizes in evaluating and judging the content of the text.

(a) He distinguishes between fact and opinion and between primary and secondary sources of information;

(b) He recognizes the organizational structure of the selection and identifies main ideas and related significant details;

(c) He attempts to identify veiled and blatant propaganda techniques and the reasons for their use; and

(d) He brings logical support to the judgements he reaches in evaluating the content of a reading selection.

based on IRA Highlights

APPENDIX H

RAPID READING MINI-LESSON...COURSE CRITIQUE

Dear Graduate:

It would be appreciated if you would take a few minutes to assess the Rapid Reading course and teacher. Change is progress and we not only want "to improve the nick of time" but also improve both teacher performance and course content. Please respond to each question honestly so that your answers will reflect both reality and validity.

Yours sincerely,

Mr. G. F. McCann

Answer each question by drawing a loop around the most appropriate choice.

Section A ... Objectives

1. At this time do you mostly ... hate ... tolerate ... enjoy ... reading rapidly?

2. Do you feel that your reading attitudes, skill, and habits ... have regressed ... are the same ... have improved ... during the rapid reading course?

3. Do you feel that you will read ... no ... several ... a dozen ... books in the next month?

4. During the course I have made ... no ... 5 ... 10 ... visits to the library.

5. Your speed of reading of general materials with a comprehension factor of 80% is about ... 250 ... 500 ... 750 ... 1000 ... words per minute.

6. My favorite reading interest area is ... animals ... romance ... science fiction ... war ... mystery ... personal advice (... _____).

7. When reading I try to place most emphasis on word ... denotation ... connotation ... origin ... pronounciation.

8. When reading I would try to read ... all materials at the same speed ... textbooks faster than novels ... juvenile novels faster than adult novels.

Section B ... Application

1. Suppose that you developed an intellectual curiosity about some interesting topic (i.e. ecology, animal extinction, raising pigeons).

Outline how you would go about obtaining a good selection of varied reading materials concerning your interesting topic.

2. List 5 books which you feel should be bought for the next Rapid Reading course.

    1.
    2.
    3.
    4.
    5.

3. List 10 "technical" vocabulary words related to reading growth.

    1. 6.
    2. 7.
    3. 8.
    4. 9.
    5. 10.

4. List the names of 5 writers whose works would make you better associated with the democratic values of western civilization.

    1.
    2.
    3.
    4.
    5.

5. List 5 authors whose talents you have recently learned to appreciate.

    1.
    2.
    3.
    4.
    5.

6. List 5 books you read during the course.

    1.
    2.
    3.
    4.
    5.

7. List 5 books you intend to read in the near future.

   1.
   2.
   3.
   4.
   5.

Section C .. Teacher Evaluation (Draw a loop)

1. Usually the teacher talked or lectured ... too little ... just enough ... too much ... in my estimation.

2. Usually the teacher seemed to have the lessons and materials ... ill prepared ... well prepared ... over prepared.

3. Usually the teacher's vocabulary and diction was ... easily ... not easily ... understood by me.

4. The teacher used reading materials which seemed to be ... appropriate ... not appropriate ... to my sex, age, intellectual, and educational level.

5. The teacher ... tried ... did not try ... to diagnose my reading strength and weaknesses prior to and after taking this course.

6. The teacher ... tried ... did not try ... to involve my parents and friends in my educational experience.

7. The teacher seemed to be aware of our class ... as a whole group ... as separate individuals ... as separate but small group units.

8. The teacher seemed to state the objectives, goals, purposes of the overall course and of each lesson.

   ... yes ... ... no ...

9. The teacher seemed to be able to change his plans easily in order to present an apparently interesting or relevant topic, lesson, or reading exercise.

   ... yes ... ... no ...

10. The teacher seemed to be willing for me to approach him now, in the future, to discuss my reading problems and educational plans.

    ... yes ... ... no ...

11. The teacher seemed to be able to relate my reading interests, needs, and expectations to my stage of child growth or development.

    ... yes ... ... no ...

12. The teacher seemed to seek and utilize student comment, help, and criticism.

... yes ... ... no ...

Section D ... Course Skills Checklist

Check each of the following reading skills to indicate the degree to which it was well taught and practiced.

	Excellent	Average	Poor	Not Taught
1. Word Attach				
- meaning in context				
- structural analysis of roots and affixes				
- word origins				
- dictionary study				
2. Comprehension Skills				
- setting a purpose to read				
- previewing reading material				
- reading critically				
- comparing and contrasting				
- making personal inferences and drawing conclusions				
- evaluating fact-fiction, fact-opinion, fact-propaganda				
3. Study Skills				
- use of a study area				
- outlining				
- summarizing				
- scanning				
- skimming				
- technical - general vocabulary				
- author qualification				
- use of bookparts				
- SQRRR				
- remembering and forgetting				
4. Reference Skills				
- using dictionary				
- using table of contents, index glossary				
- using Readers' Guide, Canada Index				
- using maps, diagrams, charts, atlas				
- using bibliographies				
- appraising subject and source worth				

5. Appreciation Skills — Excellent Average Poor Not Taught

- visualizing reading passages
- recognizing author purpose, intent, mood, bias
- appreciating literary styles
- understanding vocabulary growth
- appreciation of drama, poetry, essay, novel, short story

6. Individualized Reading

- how to choose a book
- reading interest areas
- juvenile/adult novels
- book conference
- censorship guides
- respect for leading authors
- book commercial
- hardcover/paperback comparison

APPENDIX I

THE PERSONAL PROJECT

A STUDENT REPORT ON A SPECIAL INTEREST

READING LIBRARY ENGLISH

We have been trying to become accomplished readers; to become independent, self-directed, mature and responsible. This exercise is a chance to practice and prove to yourself that you are, indeed, reading better and learning more.

You are the person who will choose the topic about which you will study to become an expert, an authority. Work at the reading assignment in your spare time and while you are in the library and classroom. Apply all of the skills of reading and studying we have been practicing and you'll see how reading helps you learn more about the things that interest you and about such subjects as Social Studies, Mathematics, Science, and also about welding, plastics, electronics, cooking, and music.

Please do not feel that you must type your essay. It is a good idea, however, to double-space the lines to improve the appearance. Good penmanship can look better than either a typed or printed page anyway. You will want to "spruce up" your project with handsome maps, pictures, charts, and your own drawings. Do not forget to make a title page, a table of contents page, a list of illustrations page, and a bibliography page. And above all, remember ... no more than 100 pages, please. That's right, you must do less than 100 pages. Many pupils make some mistakes in spelling, don't you!

Your personal project should convince us that you are familiar with the library. It should show that you can read newspapers and magazines as well as textbooks and encyclopedias for sources of information. Find out if the fiction, non-fiction, biography, and reference each has material for you to read about your topic. Check with the librarian and your teachers every day to get good advice and help. Perhaps your parents have books and ideas which will help you. (Sometimes, there is a copy machine at work that can help you gather information.)

Choose a small and simple, a narrow and specific subject. Reporting about only aquanauts might be better handled than oceanography; skiing better than winter sports. Remember that the purpose of the personal project is to read and study as much as possible about your subject; don't contract for more than you can handle in a month.

What kind of topics are there? There are many. You should be able to talk to your principal and parents about it when you're finished and I'm sure they'll find your choice interesting. Topics can be concerned with many areas: people, places, an event, a new product, a new

invention. You could choose a topic which will help you in another school subject. Some recently used ones are: laser beams, organ transplants, aquanauts, scuba, sky-diving, karate, whales, comics heroes, automobiles, superjets, cowboys, dinosaurs, Tom Dooley, mountains, oceans, stereophonics, ... you name it yourself. Why not jot down 3 or 4 topics right now. Next class, fill out and hand in your project blueprint. Start collecting your data now. And .... the very best of luck!

REMEMBER: Today is the first day of the rest of your life!

What are you going to do with it?

PROJECT BLUEPRINT

Reading Teacher _____ Student Name _____

Subject Teacher _____ DUE DATE _____ Div __

1. Student Speciality Topic: _____

_____

2. Reasons for wanting to research this subject: _____

_____

3. Plans for collection of information: BOOKS _____

_____

ENCYCLOPEDIA _____

NEWSPAPERS _____

MAGAZINES _____

PICTORIAL AIDS _____

4. List your main ideas, your chief points along with two related details:

	Main ideas	Detail	Detail
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____
e.	_____	_____	_____
f.	_____	_____	_____
g.	_____	_____	_____

5. Reference Materials and Authorities:

	Authorities	Name of Books	Date
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____

6. Special Comments, opinions, and contracts:

HILROY FELLOWSHIP PROJECT 6

1. Name and home address of teacher:

   Mrs. Catherine Bryn Pinchin,
   General Delivery,
   Bragg Creek, Alberta.

2. Name and address of school:

   Crescent Heights High School,
   1019 1st N.W.,
   Calgary, Alberta.

3. Review of Project

   (a) Title:
   A PROGRAM FOR REMEDIAL ENGLISH INSTRUCTION FOR NON-ENGLISH SPEAKING STUDENTS

   (b) Purpose:

   1. To create, improve or expand the knowledge of English of the large number of non-English speaking immigrants at our school.

   2. To lessen the isolation and frustration these students feel in a school of 1700 students by creating a sympathetic atmosphere, a source of Canadian friends, and breaking down of the racial barriers which separate the students.

   3. To lessen the professional frustration the teacher feels on being confronted with non-English speaking students.

   (c) Age and other significant characteristics of pupils:

   Ages range from 15 to 23. The class now has 30 Chinese, 3 Czech, 1 Lebanese and 1 Chilean.

   (d) Procedures followed (from inception until end of school year):

   The students are broken up into groups according to their individual needs. Each group is taught by a "buddy" teacher who is a grade 12 student. Buddies work intimately with their groups and try to establish a friendly relaxed atmosphere. I co-ordinate the work of each group, provide materials, counsel, and individual tutoring. Buddies bring difficulties to me and curriculum is developed through regular "staff" meetings with the buddies and myself.

(e) Modifications:

No new steps have been taken up to date of reporting. Our enrollment has shifted slightly as several of our Chinese have left school and two no longer attend the classes. I leave this decision up to the student. The regular routine was broken on two occasions. For two weeks all the English students at C.H.H.S. worked on individual projects and so we allowed our students to work on these at noon and have help with them. This will be repeated in April. Also, for two weeks prior to exams we again broke routine for intensive practise in answering exam questions of all types. We hoped to expand their exam vocabulary, build up their answering speed and lessen their fear of facing examinations in English.

Since January the emphasis of the course has changed from remedial work alone to stress enrichment. The students were getting tired of regular work so we decided to shift direction and provide new vocabulary through developing new experiences common to Canadians but which our students have never experienced. For example, most of our students have never been anywhere in Canada except, perhaps, Vancouver. Their knowledge of Canadian history and geography is negligible. Thus, for the past several weeks we have had a cross country tour by slides starting with Newfoundland and ending, at present, with hikes into the Rockies. Sources of vocabulary growth are tremendous.

Fridays, free days, are days for Scrabble, which is very popular, reading, individual tutoring, word games and conversation. Several of the girls are learning to crochet and chatting happily in English in the process. One Czech lad spends his Fridays with his "buddy" making signs naming household objects in English. He attaches these in the appropriate places at home to teach his mother English.

(f) Source or resource materials:

No new resource materials have been bought. Slides for our tour are obtained from staff members and friends who seem to be glad to come and commentate. One program on the Arctic saw a group of fascinated students happily fingering a polar bear skin, a complete outfit of parka, mukluks, and sealskin gloves, a narwhale tusk and Eskimo carvings.

(g) Evaluation procedures used:

As yet I am undecided as to methods of formal evaluation. Signs of progress in fluency and in breakdown of social barriers are all around us so that we know that progress is substantial. The class gets noisier and noisier in English.

4. General Comments

Plans have been made to continue the program next year under Mr. Graham Trentham while I take a Master's degree in Second Language instruction. My department head, Mr. William Washburn, a member of the curriculum committee for the Alberta Department of Education has proposed a course be set up along these lines in the revised 1972 provincial curriculum. It would be used in any school with a population of over 15 non-English speakers. His proposal has been accepted. It remains to be seen how many schools will use the course.

In sum, the class proceeds smoothly along the lines we hoped it would. Most of the grade ten and eleven students have re-enrolled for next year and we hope to channel most of the non-English speaking grade ten's into the project as they enroll next year.

* * *

Extract from the ATA Magazine, May-June 1971

THE "BUDDY SYSTEM"

REMEDIAL ENGLISH INSTRUCTION FOR

NON-ENGLISH SPEAKING STUDENTS

by Mrs. C. B. Pinchin

Most teachers have been faced with the problem of having one or more non-English speaking students in their classes. Isolated, often frustrated by their lack of English language skills, these students nearly always retreat to the back of the classroom. The size of the school, the number of students, texts, fees, school routines are bewildering. Alone and nervous, only a tremendous determination to succeed helps them to cope.

On the other hand, the teacher is stumped by the student's lack of reading, writing and speaking skills, and the problem is to find where to begin in attempts to overcome these difficulties. Time, talent, and patience is needed to bring the work down to the level of the immigrant student -- time and talents demanded at the same time by the majority of the students in the class. Out of courtesy we try to make the non-English speakers as welcome as possible -- we even provide them with a few books to read or a few remedial writing assignments. Eventually they drop out, or they struggle along, and, come June, we pass them. After all, is it their fault? Haven't they tried? Would another year at the same desk do any good? And so it goes with each new arrival.

There are two major problems confronting the non-English speaking student in a high school. The first is obviously language. Most students come to Canada with a rudimentary speaking and/or writing knowledge of English. But so fragile is this knowledge that it quickly disappears in times of stress. The students need reading and writing and speaking skills and they need them quickly. However, if this were the only difficulty, the problem of teaching students to function in English could be solved relatively easily by removing the students from the schools and placing them in a special half day English class with the other non-English speakers until they were fluent. This approach is already in practice in some areas. It is rather like teaching a duck to swim without ever showing him water.

The second problem is social in nature. I will use my Chinese students as examples. A student has recently arrived from Hong Kong. He may be alone, in which case he boards with a Chinese family and works part time as a cook, bus boy, waiter in a Chinese restaurant or with other Chinese people. He comes to a Canadian school and naturally attaches himself to Chinese friends. His daily language is still Chinese. He is determined and hard-working in class but no amount of persuasion will get him to utter one word in English. He wants to learn but he is isolated socially. His environment is still Hong Kong. Separating the students with still more Chinese in a special school will not acclimatize him socially so that he can relate in English. Nor will it enable him to reach out and break down the fears and self-consciousness which separate him from other students. Take him out of the special school and place him in the high school, and the sudden stress, confusion and tension will overwhelm the precarious English phrases which he learned so well in isolation. We must teach him English in the school as part of his daily activities and, in so doing, foster new English bonds of friendship and activities from which he can learn and develop.

At Crescent Heights we have devised a class for non-English speaking students which, it is hoped, will do exactly that. Actually, the course has been in operation for a year now and it is quite obviously succeeding. It has the advantages of being flexible, essentially simple and arising out of the resources available in the school. No reading machines, no complicated A-V machinery is needed. We use our students, both Canadian and Chinese, as our main resources. The class is held every noon hour and offers five credits to the 35 students enrolled in what we call a "Special Project". Its objectives are straightforward. We want to create and improve the knowledge of English and, at the same time, foster bonds of friendship and contact between the Canadian teachers and non-English speaking students which will encourage them to involve themselves more fully in an English environment.

The class of 35 students was divided in September into five groups according to their needs at that time. Three new arrivals needed vocabulary building; the second group needed sentence skills and practice in linking vocabulary coherently; the third group needed to build up confidence in English to help them use the skills they had; and the fourth and fifth groups, relatively fluent, needed polishing in their reading and conversation skills.

Each group was assigned a student buddy. The buddies are the core of the course. They are Grade XII students who have volunteered their noon hours to teach their own groups. They also can enroll in Special Project and earn five credits for their work. Enthusiastic, dedicated and involved, these students are tremendously attached to their "kids" and work very hard for them. In turn, the non-English speakers react spontaneously toward their buddies whom they see as friends as well as tutors. Often the buddies are the first Canadian friends they have known. The groups have taken to lunching together before coming to class and as often as not, before the bell rings the blackboard is covered with writing in Chinese, Arabic and Spanish and the room is wild with giggles and conversation in English.

The teacher's job in all this is relatively easy. I prepare the day's work, run off material, suggest and coordinate activities. Often the buddies themselves suggest the work they feel they should do. I am free to talk to individual students, help with a personal problem, share a joke or correct an essay. We have three buddies without large classes who offer special help to those in greater difficulty. These students proceed at their own pace.

Because of the flexibility of the class a new student is easily able to fit in. Instead of floundering in a strange school, the new arrival is met by his buddy, shown the school, invited to lunch and introduced to friends. He is no longer alone. I believe the English comes faster since he is more relaxed and perhaps less afraid and confused.

The curriculum for our course is a student created activity as well. My Language 22 class of 69/70 was given the job of solving the problem of teaching English sounds to a non-English speaker. They developed two Consonant Kits which consist of individual articulator diagrams, clear and brightly illustrated, for each English sound as well as exercise charts, example charts to illustrate the sounds and vocabulary lists. The Calgary Public School Board has duplicated these kits in slide form.

Since Language 22 deals with the study of language and problems of communication, I felt justified in going a step further and assigned my students the problem of creating a curriculum to teach English to new Canadians. Inspired because they knew their work was needed and would be used, they prepared units of work in the areas of creative writing, grammar, critical reading, speech, social skills, special problems such as job applications, essay writing, reading math problems, following directions. This material formed the basis of the first, remedial, part of this year's course. A school board grant gave us two tape recorders, a good number of paperbacks of all levels for individual reading and a set of workbooks which were a dismal failure. The workbooks were too rigid or structured and couldn't alleviate the individual problems as effectively as could personal work with the buddies.

After Christmas we changed to an enrichment program in which we tried to show the students as much of Canada and the world as we could through slides and films and demonstrations. Opportunities for vocabulary and

concept development were enormous. We used personal slides to show our students Canada and along the way demonstrated a lobster trap and tasted maple syrup! The high point of the "tour" was a demonstration of slides and artifacts from the high Arctic by Norman Cole. Then we used our own students and had tours of Hong Kong, Chile, Czechoslovakia and Australia.

It was a term that brought us closer together. Spring term brings exams and our aim now is to write and practise and tutor in order to develop two things -- English writing skills and confidence so they can face the final exams with a degree of self-confidence. We will not judge the success of our work by the number of passes or fails on the finals. We know from the laughter and jokes, from conversations that never could have been, from a novel and poetry written, from the numbers involved in clubs and sports, that we have reached our objectives for this year.

HILROY FELLOWSHIP PROJECT 7

1. Name and home address of teacher:

T. R. Posno,
456 Palmtree Drive,
London 74, Ontario.

2. Name and address of school:

Education Centre,
Research Department,
P.O. Box 5873,
London 12, Ontario.

3. Review of Project

(a) Title:
LIVING STUDIES (READING PROGRAMME)

(b) Purpose:

To obtain/devise and evaluate

1. current reading materials

2. recommended reading programme

3. diagnostic reading assessment of students in respect to 'functional' ability and 'academic' ability (See note - part (d))

(c) Age and other significant characteristics of pupils:

Age 13 - 15 years
IQ 50 - 85
(Divided by sex into Senior Boys' and Girls' Opportunity Classes)
4 Experimental Classes - 72 students
2 Control Classes - 36 students

(d) Procedures followed (from inception until end of school year):

As a part of the 'Living Studies' curriculum study, the project team met and prepared a recommended reading programme emphasizing the attainment of certain 'functional' skills as well as normally expected 'academic' reading skills. These same teachers then attempted to implement their recommendations in their classrooms utilizing commonly available materials and various kinds of new material prepared for opportunity class students.

A review of standardized reading tests was made to utilize one of the same as a means of pre and post testing normal 'academic' reading skill. A 'functional' reading test was devised and employed to measure pre and post levels of 'functional' reading ability (see appendix). Pupil scores for all test items were transferred to computer cards for marking and test analysis. (A computer programme for test analysis has been devised and employed in cooperation with the Measurement and Evaluation Department of the London Board of Education and the Computer Centre of the University of Western Ontario.)

Each class designed and instituted a record system which indicated the number of times a book, magazine, etc. had been used by a student. A rating form was devised for teaching use in respect to evaluating instructional materials (see appendix).

New materials to be evaluated were divided in half by kind, and each half was used by a girls' class and a boys' class to check feasibility by sex. And, in addition, a student questionnaire was prepared to determine students' affective reaction to the new reading programme (see appendix).

Note:

'Functional' reading skills are those kinds of personal competencies (like using a telephone directory, newspaper, recipe, etc.) that require as a basic component various kinds of reading abilities.

'Academic' reading skills are those kinds of skills (like using phonics, structural analysis, configuration, etc.) that are purported to enable a student to read, but in themselves serve little other purpose.

An opportunity class student typically may be taught to 'read' in respect to 'academic' determination but is often unable to employ this reading ability in a pragmatic, functional sense. It is therefore important to determine his 'functional' reading competency. In those frequent cases where a child is seemingly unable to read, even with the best 'academic' teaching, a switch to a 'functional' reading programme will often lead to basic levels of attainment in personal competency as well as certain 'academic' reading skills.

(e) Modifications:

No pre-testing was employed in one experimental and one control class because a Gates-MacGinitie Reading Test had been used a few weeks prior to the commencement of the experiment.

An unexpected, high degree of school involvement in extra-curricular activity (field days, trips, etc.) in June prevented the administration of post-testing and pupil questionnaires. However, since this study was essentially an intra-programme development project, enough information was obtained through pre-testing to facilitate the continuing evolvement of Living Studies and its evaluation.

(f) Source or resource materials:

McGraw-Hill Co. 330 Progress Avenue Scarborough, Ontario	New Practise Readers	$128.10
	Reading for Concepts	152.55
	World of Work	153.00
	What Job for Me	97.20
	Accent Education Titles	12.50
	Reading Shelf I & II	57.60
	Every Reader Series	132.00
	City Limits Series I & II	44.40
	Wheels	18.12
	Websters New School and Office Dictionary	15.00
J.M. Dent & Sons 100 Scarsdale Road Don Mills, Ontario	Bowman Reading Incentive Program	56.25
	Cornerstone Readers	120.00
Scholastic Book Services Richmond Hill, Ontario	96 Assorted Books	49.12
Western Ontario Distributers 1054 Hargrieve Road London, Ontario	Classics Illustrated	28.25
	Popular Science Popular Mechanics Mechanics Illustrated Aircraft Modeller Canada Track and Traffic Hot-Rod Teen Better Homes and Gardens Young Miss Chatelaine Mademoiselle Glamour Woman's Day	45.00
London Free Press York Street London 12, Ontario	Newspapers	90.00
Canadian Tire Corporation 837 Yonge Street Toronto, Ontario	Catalogues	nil

Eaton's of Canada Catalogue Circulation Division Floor 3A 800 Warden Avenue Scarborough, Ontario	Catalogues	nil
Bell Telephone Company Clarence Street London, Ontario	Directories	nil
London Transportation Commission Lyle Street London, Ontario	Bus Maps	21.60
Western Ontario Distributer 1054 Hargrieve Road London, Ontario	Paper-back book stands	96.00
London Board of Education 165 Elmwood Avenue London 16, Ontario	Furniture* Testing Material Computer Services Clerical Assistance	77.09 nil nil nil
	TOTAL	$1,348.78

*Each experimental class established a reading interest centre consisting of easy chairs, coffee table and paper-back magazine stands. This extra expense was the cost of the purchase of those items of furniture that could not be borrowed or obtained through Board of Education supply.

Note:

The items listed above describe materials and supplies not normally included in our classes and obtained for this experiment. Many other materials (e.g. SRA labs, texts, etc.) are available through the Board of Education for use by all classes and are not listed in this report.

Items marked 'nil' have been provided by the respective agency or source at no expense to the project.

Expenses over the $900.00 Hilroy Fellowship Award are being met by a $500.00 provision from other grants to the 'Living Studies' project. The Hilroy Award has enabled us to make a comprehensive study of more materials and should enable the project team to make substantive reports on current materials as well as make suitable recommendations to publishers as to the kind and nature of materials that should be developed for educable mentally retarded students.

(g) Evaluation procedures used:

ACADEMIC MEAN SCORES. table 1

	SPEED	VOCABULARY	COMPREHENSION
RAW SCORES			
Exp.	10.34	29.59	26.39
Con.	9.95	31.00	28.80
STAN. SCORES			
Exp.	60.00	59.30	59.17
Con.	59.00	61.50	62.00
GRADE SCORES			
Exp.	3.16	3.9	3.8
Con	3.00	4.00	4.1

Note: 1. These scores were obtained from the administration of Gates-MacGinitie Reading Tests (Primary CS, Primary B, and Survey D) at the beginning of the trial period.

2. It would appear, notwithstanding the previously noted modification to the experimental design, that the experimental and control classes were fairly evenly matched in respect to 'academic' determinants of reading.

FUNCTIONAL MEAN SCORES. table 2

	TOTAL TEST	TELEPHONE DIRECTORY	NEWSPAPER	CATALOGUES	INSTRUCTIONS	CITY MAP
RAW SCORES						
Exp.	71.75	11.75	08.50	09.25	10.75	06.00
Con.	63.50	11.00	06.50	05.00	07.00	04.50
STAN. SCORES						
Exp.	61.75	60.25	61.50	64.00	63.00	61.00
Con.	58.00	59.00	56.50	56.00	55.00	56.50
PERCENTILES						
Exp.	56.50	49.75	52.75	61.75	52.50	53.25
Con.	48.50	43.50	37.00	36.00	30.50	36.00

Note: 1. Functional scores were obtained from a specially prepared test (see appendix) of 'functional' skills administered six to eight weeks after the trial period began. Word recognition scores are not reported separately because the testing instrument completely failed to denote any differences in scores for either the experimental or control groups.

2. A t-test of statistical significance indicates a greater than 99% degree of confidence that the difference in scores between the experimental and control classes was not due to chance. (t-score = 3.3408; df = 88)

4. General Comments

It would appear that even though post testing was not completed 'Living Studies' may have some positive effect in influencing a student's ability to cope with ordinary, functional applications of reading. However, a more rigorous evaluation programme of reading in the following year is required to demonstrate:

(a) if there is any real difference in reading performance (this pilot study was far too limited in respect to time and assessment procedures), and

(b) the possibility of developing prescriptive procedures in respect to facilitating reading improvement.

This pilot study has provided valuable information and insight insofar as the selection and utilization of reading materials, and the development of assessment materials and procedures are concerned. In spite of the fact that some materials were not fully employed in this study, they were prepared; and their subsequent possible employment in the continuing evaluation of Living Studies may provide additional insight into the dynamics of an effective reading programme.

Unfortunately, affective student response can not be documented. However, informal collective opinion of the project teachers, suggests that in most cases, students became increasingly more enthused and aware of their reading ability. They (the students) generally reported that reading was more meaningful and interesting, and they hoped to be able to continue in like fashion during the next school term.

FUNCTIONAL READING TEST

GENERAL INSTRUCTIONS

This test is best administered in three sittings:

first sitting - PARTS A & B approx. 30 min.

second sitting - PARTS C & D approx. 40 min.

third sitting - PARTS E & F approx. 30 min.

Time allotments are approximate: every student should be allowed reasonable time to finish the test. The front cover of the booklet can be completed during the time for the first sitting.

Extra Equipment: All parts, except A & E, require student use of extra equipment, i.e.:

pencil and eraser	- per student
PART B - telephone directories	- 1 per two students
PART C - current newspapers	- 1 per two students
PART D - Eaton's & Cdn. Tire Catalogues	- 1 per two students
PART F - London Transportation Comm. Maps	- 1 per student

Administration: Because of the equipment limitations, and also to simulate regular working conditions, the test should be administered in working groups, i.e.:

first sitting (30 min.)

a. All students complete the front cover together.
b. One half the students are provided with telephone directories and instructions to complete PART B.
c. One half the students complete PART A together with the teacher. (Read words from answer sheet)
d. Upon completion of the first half's PART B subtest, exchange working situations and repeat steps b. & c.
e. Collect test booklets when finished.

second sitting (40 min.)

a. Distribute newspapers and catalogues to separate halves of the class.
b. Re-distribute test booklets.
c. Review subtest directions for PARTS C & D, with each half in turn.
d. At the end of a 20 min. (approx.) working time, exchange working situations and repeat step c.

e. Allow an additional 20 min. (approx.) working period.
f. Upon completion, collect test booklets.

third sitting (30 min.)

a. Distribute test booklets.
b. Review directions for subtest E with all students.
c. Allow a 10 min. (approx.) working period.
d. Upon completion of PART E, instruct the students to take out their L.T.C. (London Transportation Comm.) maps.
e. Review directions for subtest F and allow a 20 min. (approx.) working period.
f. Upon completion, collect test bookelts.

Suggestion: Because the test maybe difficult for students who are unfamiliar with the material, it will be important to stress that they cannot fail - it is simply an exercise to determine exactly what they must learn and practise. De-emphasize the ideas of competition and complete mastery, and point out the need for any adult to be aware of what he can do or can't do. The more this test approximates normal working situations, the easier it should be for the students to accept such testing as routine and part of normal classroom practice.

It is important to minimize the possibilities of anxiety and tension. Pre-test situations will countenance a considerable amount of frustration which might be rationalized with a thorough explanation of the test, its purpose, and expected results. No student need feel penalized by attempting this test. If he can appreciate the meaning of trial, he should be able to accept testing and exercises of this nature.

SCORING

Use attached answer keys to obtain correct answers for most questions. Answers which are marked optional are student's choice items for various reference sources, i.e. telephone directory, newspaper, etc. Such optional answers will have to be checked directly with the appropriate source. Specific scoring instructions follow:

PART A - one mark for each correct item

Perfect score = 20

Raw score = sum of correct answers

PART B - one mark for each correct item

Note: items of questions 1 and 2, requesting information from one index, must have all such information correct, i.e. name, address, telephone number must be related to receive one mark.

Perfect score = 20

Raw score = sum of correct answers

PART C - one mark for each correct item

Note: 1) items of question 4 must have all requested information correct, i.e. item must match price to receive one mark.

2) the answer to question 5 must at least contain the street and street number, or the area of the city and telephone number, to receive one mark.

Perfect score = 20

Raw score = sum of correct answers

PART D - one mark for each correct item

Note: because many questions request several items utilizing the same index, this subtest utilizes a weighted scoring system, i.e.

Perfect score = 30/2 = 15

Raw score = sum of correct answers/2

PART E - one mark for each correct item

Perfect score = 16

Raw score = sum of correct answers

PART F - one mark for each correct item

Note: question 5 must at least name each bus and the street names of the transfer intersection to be considered correct.

Perfect score = 15

Raw score = sum of correct answers

Transfer raw scores to cover page and total. (Standard scores and percentiles can be obtained from the Measurement and Evaluation Department after test scores have been received from all classes.)

Send cover sheets to the Measurement and Evaluation Department, Education Centre Annex, c/o T. R. Posno, for computation of standard scores and percentiles.

Such information and cover sheets will be returned to you.

Definitions:

Perfect score: maximum allowable score

Raw score: sum of correct responses taking into account any possible 'weighting'.

Standard score: is the student's score converted to a normal distribution with an assigned mean of 60 and a standard deviation of 10. Comparisons of standard scores between tests, and between students in different classes are more meaningful and valid than comparisons of raw or percentage scores.

Percentile: a percentile reflects the percentage of students with lower scores; it does not reflect percentage of correct answers on a test, i.e. a %ile of 56 means that 56% of the total test group received lower scores (44% received higher scores); not that the student had 56% of the items correct.

USE OF TEST RESULTS

This test has been designed specifically for diagnostic assessment of certain related reading skills demonstrating functional competence. It is not a pass or fail test; students are not rated as to grade ability. This test should indicate directly certain areas of need or competency and as such can be employed in planning a prescriptive form of a reading programme.

Standard scores permit comparison of a student's test performance with all other students taking the test at the same time. They also permit comparisons of a student's score between subtests in a meaningful and valid manner. Percentiles demonstrate a relative value of a student's test score. Interpretative use of standard scores and percentiles permits a teacher to analyze a student's performance in relation to the whole test group. By relating such information to each subtest, a teacher can explain the need for certain learning programmes to students and parents.

FORM A

FUNCTIONAL READING TEST

(for Senior Opportunnity Classes)

Student's Name _____
last first

Birth Date _____ Sex _____

Date of Test _____

Teacher's Name _____ School _____

READING SUBTESTS	Perfect Score	Raw Score	Standard Score	Percentile
PART A: *Word Recognition*	20			
PART B: *Telephone Directory*	20			
PART C: *Newspaper Usage*	17			
PART D: *Catalogues*	15			
PART E: *Instructions*	16			
PART F: *City Map*	15			
TOTAL	103			

FORM A

FUNCTIONAL READING TEST

Part A: Word Recognition

Directions: Circle the word in the box that the teacher will read to you, like this:

The teacher will read each word twice, that is:

example *Wellington*

(5 sec pause)

Wellington

(5 sec pause)

a. Dundas
b. Wellington
c. bus
d. Adelaide

1	2	3	4
a. stop	a. exit	a. inflammable	a. no smoking
b. fire	b. entrance	b. information	b. no swimming
c. caution	c. poison	c. warning	c. no diving
d. danger	d. hospital	d. alcohol	d. no running

5	6	7	8
a. washrooms	a. yield	a. toxic	a. Ridout
b. toilet	b. closed	b. emergency	b. Dundas
c. detour	c. open	c. gasoline	c. Quebec
d. directions	d. repairs	d. medicine	d. Oxford

9	10	11	12
a. Hamilton Road	a. Adelaide	a. stop	a. yield
b. Highbury	b. Springbank	b. entrance	b. emergency
c. Richmond	c. Riverside Dr.	c. warning	c. toxic
d. Wellington	d. Waterloo	d. directions	d. closed

13	14	15	16
a. fire	a. open	a. caution	a. washrooms
b. poison	b. medicine	b. hospital	b. caution
c. alcohol	c. repairs	c. toilet	c. exit
d. detour	d. gasoline	d. information	d. inflammable

17	18	19	20
a. danger	a. yield	a. police	a. manager
b. no smoking	b. post office	b. print	b. deposit
c. no running	c. income tax	c. no swimming	c. withdrawal
d. open	d. social security	d. no diving	d. cheque

Perfect Score 20

Raw Score _____

92

STOP

Part B: Telephone Directory

Directions: The answers to the following questions can be found in a telephone directory. Obtain a directory from your teacher and answer each question in the space provided.

1. List two (2) names (with addresses and telephone numbers) of:

a. plumbers

name	address	telephone number

b. doctors

name	address	telephone number

c. dentists

name	address	telephone number

d. automobile repairers

name	address	telephone number

e. appliance repairers

name	address	telephone number

PART B: Telephone Directory (Cont'd.)

2. Write the address and telephone number beside each name listed below:

a. Mr. H. R. Calderwood _____ address _____ telephone number

b. Mrs. L. D. Manson _____ address _____ telephone number

c. Mr. V. K. Srivastava _____ address _____ telephone number

d. Richard W. Yantis _____ address _____ telephone number

3. Write the telephone number beside each community agency listed below:

a. Police Department _____ telephone number

b. Victoria Hospital _____ telephone number

c. Income Tax Office _____ telephone number

d. Fire Department _____ telephone number

e. Lord Nelson Public School _____ telephone number

f. Poison Control Centre _____ telephone number

Perfect Score 20

Raw Score _____

STOP

Part C: Newspapers

Directions: The answers to the following questions can all be found in a newspaper which you may obtain from your teacher. Answer *fully* each question in the space provided.

1. a. What is the date of this newspaper? _____

   b. Which edition is this newspaper? _____

   c. How many sections are there in this newspaper? _____

2. What is the main headline? _____

3. Name three film shows playing in local movie houses

   a. _____

   b. _____

   c. _____

4. a. List two meat specials to be found at Dominion stores

   (i) _____ item _____ price

   (ii) _____ item _____ price

   b. List two produce specials to be found at Loblaws

   (i) _____ item _____ price

   (ii) _____ item _____ price

   c. List two dairy specials to be found at Miracle Mart

   (i) _____ item _____ price

   (ii) _____ item _____ price

5. Describe the location of the cheapest, one-bedroom unfurnished apartment advertised in this newspaper

   _____

   _____

6. a. How much cash would be needed to purchase a 1969 Plymouth? _____

   b. How many female preferred jobs are advertised in this newspaper?

   _____ _____

Perfect Score 17

Raw Score _____

9.5

STOP

FORM A

Part D: Catalogues

Directions: The answers to the following questions may be found in either (or both) an Eatons' or Canadian Tire catalogue. Answer *fully* all questions in the space provided.

Canadian Tire Catalogue

1. a. On what page(s) are bicycles listed? _____

   b. How many basic types of electrical appliances are listed for home use? _____

   c. How many stores are listed for London? _____

   d. Who manages the store in Grand Falls, Newfoundland? _____

2. a. How much will the most expensive automotive battery cost without an old battery trade-in? _____

   b. How much will the cheapest automotive battery cost *with* an old battery trade-in? _____

3. a. How many different kinds of boys' and mens' ice skates are there? _____

   b. What is the cost *difference* between the cheapest and most expensive girls' or womens' skates? _____

Eaton's Catalogue

1. List the pages beside each name, where each of the following items may be found:

   a. childrens underwear _____ d. girls' shirts _____

   b. ironing boards _____ e. furniture _____

   c. dresses _____ f. tape recorders _____

2. List the cheapest costs of equipping a kitchen with the following items:

   a. stove (24 inch range) $_____

   b. refrigerator (10.2 cu. ft.) $_____

   c. pots and pans (7 piece set) $_____

   d. pantryware (5 piece set) $_____

   e. toaster $_____

   f. handmixer $_____

   g. electric tea-kettle $_____

   h. dishes (20 piece set) $_____

   i. cutlery (42 piece stainless steel) $_____

PART D: Catalogues (Cont'd.)

3. Write the catalogue number beside each item listed below:

a. Remington Shaver _____

b. Viking Electrikbroom _____

c. Viking 25" Colour TV _____

Both Catalogues

1. Who sells the cheaper tires? _____

2. Who sells more clothing? _____

3. Who offers more selection in portable radios? _____

4. Which firm offers mail-order service? _____

_____ — _____ — _____

Perfect Score 30/2 = 15

Raw Score ____/2 = _____

STOP

FORM A

Part L: Reading Instructions

Directions: Answer the questions which follow each set of instructions.

Recipe: Meat Loaf

MIX:

1 egg, slightly beaten
2 teaspoons salt
3/4 cup water or milk
1 cup soft bread crumbs
2 tablespoons minced onion or dried onion soup mix or flakes
2 pounds lean ground beef, chuck or round

Taste and season more highly if you like. Pat into a greased loaf pan or shape in a roll and place in a shallow baking pan. Over the top lay
4 strips bacon, if the meat is lean
Bake 1 hour at 350°. Serve hot with Tomato Sauce or Mushroom Sauce. Or serve cold with pepper relish or chili sauce. *Serves* 6 to 8.

Questions:

1. What is the main ingredient of this recipe? _____

2. How much liquid is used? _____

3. What is the very first step? _____ _____

4. What is used mainly to add extra flavour in the cooking of the meat? _____

5.a. Where is this recipe cooked? _____

b. What temperature setting is used? _____

c. How long does the cooking last? _____

6. How many people does this recipe serve? _____

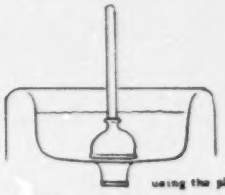
Part E: Reading Instructions (Cont'd)

Unplugging drains:

UNPLUGGING DRAINS

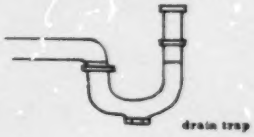
When the kitchen or bathroom sink drain doesn't drain at all or drains very slowly, you can come to the rescue.

The first thing to try is a "plumber's friend," or rubber force cup. Put it over the drain. Run water slowly into the sink. If there is an overflow drain, hold a hand over that so you don't lose your suction. Work the force cup up and down, being sure it covers the drain opening. In many cases the vacuum created is enough to loosen whatever is plugging the pipes. Complete the job by running a half-package of baking soda and hot water down the drain. The baking soda will dissolve the grease. In fact it is a good idea to run baking soda and hot water down the drain every few weeks just as a preventive.



using the plumber's friend

If the force cup didn't do the trick, the next step is to check the trap. This is the curved portion of the drain under the sink. Before you work on the trap, remember that there is always water in it. Put a pan or a bucket under it before you open it so you'll catch the water instead of Mother's wrath. Traps in older houses often have clean-out plugs at the bottom of the curve. With this type it is quite easy to unscrew the plug and clean out the trap with a wire.



drain trap

If there is no clean-out plug, you must take off the trap itself. You do this by loosening the two large nuts, and the trap comes off entirely. Get the goo out of it and put it back together again *carefully*. Be ever so cautious about cross-threading; don't force things. If the trap leaks slightly after you get it together, and you are sure you have threaded the nuts properly, you can stop the leak temporarily by plugging it with heavy laundry soap.

Questions: Underline the correct answer.

1. What is the first tool or method to try?

   a. Loosening the trap.

   b. Using a "plumber's friend" or rubber force cup.

   c. Taking the sink off.

2. Why do you use baking soda?

   a. To bake a cake.

   b. To clean the sink.

   c. To dissolve grease in the drain.

   d. To loosen the pipes.

PART E: Reading Instructions (Cont'd.)

3. Should you put water in the sink while using a "plumber's friend"?

   a. Yes

   b. No

   c. Sometimes

4. Should you put water in the sink while cleaning a drain trap?

   a. Yes

   b. No

   c. Sometimes

5. What is a drain trap?

   a. A curved portion of the drain under the sink.

   b. The curved portion of pipe above the sink.

   c. A straight piece of pipe with a clean-out plug.

6. The drain trap is held by _____ large nuts?

   a. One c. Three

   b. Two d. Four

7. When putting the drain trap back together, you must be careful about _____?

   a. the clean-out plug

   b. Your mother

   c. The over-flow drain

   d. Cross-threading

8. Any dripping from around the threading could be plugged with _____?

   a. goo

   b. heavy laundry soap

   c. chewing gum

   d. baking soda

Perfect Score 16

Raw Score _____

STOP

Part F: Reading a City Map

Directions: Use your London Transportation Commission (L.T.C.) map to answer the following questions.

1. a. What telephone number could you use to ask for information about bus routes and schedules? _____

   b. Where would you go to ask for assistance in finding an article which was lost while travelling on the bus? _____

   _____

2. a. How frequently does the Dundas bus run on Tuesdays? _____

   b. How frequently does the Oxford East bus run on Sundays? _____

3. Which bus(es) should be used to go from Dundas and Richmond Streets to:

   a. Nelson Park _____

   b. Oakridge Park _____

   c. Your School _____

   d. Northridge _____

4. Circle the right answer to each of the following questions:

   a. The University of Western Ontario is in the _____ part of the city.

      (i) East (iii) North

      (ii) South (iv) West

   b. Fanshawe Lake is in the _____ part of the city.

      (i) South-East (iii) South-West

      (ii) North-East (iv) North-West

   c. Both the C.N.R. and C.P.R. trains generally travel _____ and _____ through the city.

      (i) North and South (iii) North and West

      (ii) East and North (iv) East and West

PART F: Reading a City Map (Cont'd.)

d. Dundas Street ends at _____.

(i) Adelaide Street (iii) Wharncliffe Road

(ii) Highbury Avenue (iv) Hamilton Road

e. The Ridout Street bus crosses the _____ branch of the Thames River.

(i) South (iii) East

(ii) North (iv) West

5. Which buses (in the right order) would you use to travel from the Argyle Mall (Clarke Side Road and Dundas Street) to the Treasure Island Gardens (Wellington Road and the 401 Highway) to see a hockey game. Name the street intersection(s) where you need to transfer.

_____

_____

_____

_____

Perfect Score 15

Raw Score _____

STOP

LIVING STUDIES

TEACHER EVALUATION

OF READING MATERIALS

NOTE:

This survey of your reactions to reading materials available in Senior Opportunity Classes employs a SEMANTIC DIFFERENTIAL measurement technique. Some of the bi-polar adjectives may not seem to be applicable, but try to respond anyway. One of the unique features of this kind of assessment is the high degree of consistancy by which people respond to such adjectives.

A seven point scale is employed in the following manner:

DIRECTIONS: Place *one* (X) on a circle closest to the degree of feeling or thought you wish to express.

PLAYBOY MAGAZINE

ATTITUDE DEVELOPMENT

good X - 0 - 0 - 0 - 0 - 0 - X bad
(very closely related)

strong 0 - X - 0 - 0 - 0 - X - 0 weak
(quite closely related)

new 0 - 0 - X - 0 - X - 0 - 0 old
(slightly related)

interesting 0 - 0 - 0 - X - 0 - 0 - 0 boring
(neutral)

Please try to react to each description by placing your (X) on a circle and not on the in-between line. Respond only to those materials which you have personally employed.

EXPLANATION: Each kind of material is to be assessed in respect to seven considerations i.e.:

Skill Development - are basic reading skills emphasized and developed in a logical, relevant manner?

Attitude Development - does the material present moral and ethical behavioural demonstrations?

Cognitive Development - does the material present an abundance of facts and knowledge relevant to the student's circumstances?

Directive Instruction - is the material presented in such a manner that each lesson details the skills and knowledge to be learned and provides immediate 'feedback' or ready access to answers?

Non-directive Instruction - is the material presented in such a manner that it provides maximum opportunity for individual interpretation?

Teacher Involvement - does the reading material require a considerable amount of teacher involvement?

Student's Affective Response - does the material stimulate student response and motivation to participate in this kind of reading?

LIVING STUDIES - READING MATERIAL

MATERIAL Eaton's Catalogue _____ CLASS _____

ADDRESS _____ TEACHER _____

_____ DATE _____

SKILL DEVELOPMENT

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

DIRECTIVE INSTRUCTION

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

ATTITUDE DEVELOPMENT

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

NON-DIRECTIVE INSTRUCTION

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

COGNITIVE DEVELOPMENT

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

TEACHER INVOLVEMENT

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

STUDENT'S AFFECTIVE RESPONSE

good	0-0-0-0-0-0-0	bad	strong	0-0-0-0-0-0-0	weak
sufficient	0-0-0-0-0-0-0	insufficient	active	0-0-0-0-0-0-0	passive
meaningful	0-0-0-0-0-0-0	meaningless	stable	0-0-0-0-0-0-0	changeable
progressive	0-0-0-0-0-0-0	regressive	careful	0-0-0-0-0-0-0	careless
interesting	0-0-0-0-0-0-0	boring	contented	0-0-0-0-0-0-0	discontented

LIVING STUDIES - READING MATERIAL

MATERIAL City Limits Series I & II CLASS _____

ADDRESS McGraw-Hill Company (Canada) Ltd. TEACHER _____

330 Progress Avenue, Scarborough, Ontario DATE _____

SKILL DEVELOPMENT

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

DIRECTIVE INSTRUCTION

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

ATTITUDE DEVELOPMENT

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

NON-DIRECTIVE INSTRUCTION

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

COGNITIVE DEVELOPMENT

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

TEACHER INVOLVEMENT

good	0-0-0-0-0-0-0	bad
sufficient	0-0-0-0-0-0-0	insufficient
timely	0-0-0-0-0-0-0	untimely
successful	0-0-0-0-0-0-0	unsuccessful
strong	0-0-0-0-0-0-0	weak
simple	0-0-0-0-0-0-0	complex
new	0-0-0-0-0-0-0	old
interesting	0-0-0-0-0-0-0	boring

STUDENT'S AFFECTIVE RESPONSE

good	0-0-0-0-0-0-0	bad	strong	0-0-0-0-0-0-0	weak
sufficient	0-0-0-0-0-0-0	insufficient	active	0-0-0-0-0-0-0	passive
meaningful	0-0-0-0-0-0-0	meaningless	stable	0-0-0-0-0-0-0	changeable
progressive	0-0-0-0-0-0-0	regressive	careful	0-0-0-0-0-0-0	careless
interesting	0-0-0-0-0-0-0	boring	contented	0-0-0-0-0-0-0	discontented

LIVING STUDIES

READING ATTITUDES SURVEY

FIRST EDITION

To the Student:

This survey is not a test. There are no right or wrong answers and there is nothing you can pass or fail. The questions will ask *how you feel or think* about something. Your teacher will use your answers in trying to prepare a reading programme for you that is useful and interesting. Try to answer every question as honestly and as fairly as you can. Don't try to put down answers that you think the teacher wants. Just answer the way you think.

The teacher will read each question to you. If there is something you don't understand you can ask before trying the next question. Answer each question by shading in the circle on the line beside each question that indicates how you feel or think. Try this sample.

S A M P L E

	Can't Answer	No (mostly never)	Sometimes	Yes (mostly)
a) I like comic books.	A	B	C	D

A) Can't Answer: because you've never used any or done anything like this.

B) No: because you don't feel this way most of the time.

C) Sometimes: because sometimes you do and sometimes you don't.

D) Yes: because you feel this way most of the time.

Any questions? Are you ready? Let's turn over the page and begin. *Remember to darken only one circle on a line.*

To the Teacher:

1) Individual profiles for each student can be prepared from the answer sheet.

2) Profiles for any question you feel to be especially indicative can be constructed on an accompanying question profile sheet.

3) Gross interpretations can be made by completing the following section.

PROCESS	$\frac{\text{B + C + D Scores}}{}$	divided by (27- $\frac{\text{A Score}}{}$) =	$\frac{\text{Indicator}}{}$	Indicators	
MATERIAL	$\frac{\text{B + C + D Scores}}{}$	divided by (23- $\frac{\text{A Score}}{}$) =	$\frac{\text{Indicator}}{}$	Range	
				1.0 - 1.6 suggests negative reaction	
				1.7 - 2.3 suggests moderate (ambivalence?)	
SUMMATIVE EFFECT	$\frac{\text{B + C + D Scores}}{}$	divided by (32- $\frac{\text{A Score}}{}$) =	$\frac{\text{Indicator}}{}$	2.4 - 3.0 suggests positive reaction	

Note:

Indicators as used with gross interpretations are entirely arbitrary and as such only convey a general impression. Better use for programming can be made from student and question profiles.

PROCESS:

The questions in this section will ask you how you feel or think about learning reading in school.

	Can't Answer	No (mostly never)	Sometimes	Yes (mostly)
1. a) I like reading orally (out-loud) in front of a group.	A	B	C	D
b) I like reading orally (out-loud) privately with my teacher.	A	B	C	D
c) I like reading silently.	A	B	C	D
2. a) I like reading short stories and not long stories.	A	B	C	D
b) I like reading long stories and not short stories.	A	B	C	D
c) I like reading a mixture of long and short stories.	A	B	C	D
3. a) I like reading when there are questions to answer at the end of the story.	A	B	C	D
b) I like answering questions that require long written answers.	A	B	C	D
c) I like answering questions that require short written answers.	A	B	C	D
d) I like multiple-choice type of questions where I can choose the best answer from a list.	A	B	C	D
4. a) I like reading when I can discuss things with the teacher and the other members of my reading group.	A	B	C	D
b) I like reading when I can discuss things privately with my teacher and not my reading group.	A	B	C	D
c) I like reading when I can discuss things privately with my reading group and not my teacher.	A	B	C	D
5. a) I like reading when I can mark my answers myself.	A	B	C	D
b) I like reading when another student marks my answers.	A	B	C	D
c) I like reading when my teacher marks my answers.	A	B	C	D
6. When I have difficulty reading a word:				
a) I like working it out myself.	A	B	C	D
b) I like having another student tell me what it is.	A	B	C	D
c) I like having the teacher tell me what it is.	A	B	C	D

Page Totals	____ x1	____ x1	____ x2	____ x3
107	A Score	B Score	C Score	D Score

	Can't Answer	No (mostly never)	Sometimes	Yes (mostly)
	A	B	C	D
7. a) I like keeping reading books in my desk.				
b) I like getting reading books from a shelf when they're needed.				
8. a) I like spending a short time with a story so that I can read more stories.				
b) I like spending a long time with a story so that I can understand it completely.				
9. a) I think practising phonics and other word-attack skills is a good idea.				
b) I like reading short stories and answering questions in a short time to improve my reading speed.				
10. a) I like reading every day.				
b) I think everyone should practise reading for at least one hour a day.				

Page Totals	___x1	___x1	___x2	___x3
	A Score	B Score	C Score	D Score
Total Section Scores	A Score	B Score	C Score	D Score

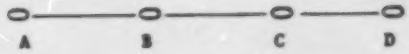
READING ATTITUDES

MATERIAL:

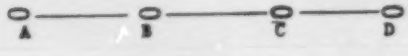
The questions in this section will ask you how you feel or think about using some of the different things you need.

	Can't Answer	No (mostly never)	Sometimes	Yes (mostly)
		A	B	C	D
1. Over a period of one week -				
a) I like reading from several different things (i.e. 3 or more books, etc.)		A	B	C	D
b) I like reading from only a few things (i.e. 1 or 2 books, etc.)		A	B	C	D
c) I like reading only one thing at a time and not starting something else until the first one is completed.		A	B	C	D
2. a) I like reading from a big text book with a hard cover.		A	B	C	D
b) I like reading from small pocketbooks with a soft cover.		A	B	C	D
c) I like reading in a workbook, complete with stories and exercises (e.g. Tom Trott and Uncle Funny Bunny).		A	B	C	D
d) I like reading pamphlets and brochures.		A	B	C	D
e) I like reading the newspaper in class.		A	B	C	D
f) I like reading magazines in school.		A	B	C	D
g) I like using real materials like a telephone book and catalogues.		A	B	C	D
h) I like using a city map or a road map.		A	B	C	D
i) I like using recipes or directions to do or make something.		A	B	C	D
j) I like reading comic books in school.		A	B	C	D
3. I like reading stories with a lot of pictures.		A	B	C	D
4. a) I like reading when the print is very large, (i.e. THIS BIG)		A	B	C	D
b) I like reading when the print is very small, (i.e. this small)		A	B	C	D
c) I like reading when the print is a normal size (i.e. the size of the printing on this page)		A	B	C	D
5. With an SRA reading lab. -				
a) I like using the Power Builders.		A	B	C	D
b) I like using the Rate Builders.		A	B	C	D
c) I like using the Listening Skill Builders.		A	B	C	D
	___ x1	___ x1	___ x2	___ x3
	A Score	B Score	C Score	D Score

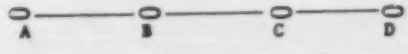
6. a) I like using reading materials that are always hard.



b) I like using reading materials that are always easy.



c) I like using reading materials that are all graded at my own reading level, (i.e. not too hard and not too easy).



Page Totals	____ x1	____ x1	____ x2	____ x3
	A Score	B Score	C Score	D Score
Total Section Scores	A Score	B Score	C Score	D Score

READING ATTITUDES

SUMMATIVE EFFECT:

The questions in this section will ask you how you feel or think about reading in general.

	Can't Answer	No (mostly never)	Sometimes	Yes (mostly)
1. a) I like reading anything.	A	B	C	D
b) I like reading *only* funny stories.	A	B	C	D
c) I will read *only* when I must find some information.	A	B	C	D
2. a) I like being able to choose my own books.	A	B	C	D
b) I read *only* what the teacher tells me to read.	A	B	C	D
3. a) I read many books.	A	B	C	D
b) I like using the Public Library.	A	B	C	D
c) I like using *only* the school library.	A	B	C	D
d) I *only* like reading the books in my own classroom.	A	B	C	D
4. I use the newspaper *at home* -				
a) To read the sports.	A	B	C	D
b) To read the comics (funnies).	A	B	C	D
c) To read the 'movie' on TV listings.	A	B	C	D
d) To read the news.	A	B	C	D
e) To read 'Ann Landers'.	A	B	C	D
f) To read other things.	A	B	C	D
5. I think reading is important because -				
a) You can learn a lot more if you can read.	A	B	C	D
b) You need to read things all the time.	A	B	C	D
c) You won't 'pass' at school if you can't read.	A	B	C	D
d) Reading is a lot of fun.	A	B	C	D

Page Totals	____ x1	____ x1	____ x2	____ x3
	A Score	B Score	C Score	D Score

111

	Can't Answer	No (mostly never)	Sometimes	Yes (mostly)
	A	B	C	D
6. a) I want to find out the things about reading that I can do very well.				
b) I want to find out the things about read I *don't* do very well.				
c) I think reading tests are important and useful.				
d) I like doing reading tests.				
7. a) I think we should spend *all our reading time* in school working with 'practice' reading materials so we can improve our reading skills.				
b) I think we should spend *all our reading time* in school working with 'real' reading materials so that we can learn real things.				
c) I think we should read both 'real' and 'practice' materials in school.				
8. I like being able to take my books home so that I can do extra work.				
9. I enjoy listening to someone read -				
a) A story.				
b) A poem.				
10. a) I read stories myself for fun.				
b) I read poetry myself for fun.				
11. I've enjoyed doing this reading survey.				

Page Totals	___ x1	___ x1	___ x2	___ x3
	A Score	B Score	C Score	D Score
Total Section Scores	A Score	B Score	C Score	D Score